

PERIODICAL ROOM
GENERAL LIBRARY
MAY 22 1927

The Playground

MARCH, 1927

Leisure and Labor

Play and Better Homes

New Award Offered by Harmon Foundation

May Day Revel on Nottingham Green

A Children's Museum at Work

VOLUME XX. NO. 12

PRICE 25 CENTS

Vol. 20

March, 1927

No. 12

The Playground

Maintained by and in the interests of the Playground and Recreation
Association of America

Published monthly
at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

TABLE OF CONTENTS

The World at Play	639
Leisure and Labor, by James H. Maurer	649
The International Labor Office and the Leisure Movement, by Leifur Magnusson.....	656
Leisure and Labor, by John Nolen.....	659
Character Building through Football	661
Play and Better Homes, by James Ford.....	662
A May Day Revel on Nottingham Green	666
New Playground Awards Offered by Harmon Foundation.....	668
Problems That Face the Executive	668
Rural Recreation	669
Community Ice and Amusement Park	671
Back Yard Ice Rink, by Alan F. Arnold.....	672
School Sites	673
Nature's Invitation	674
A Children's Museum at Work, by Anna Gallup	
Nature Calendar, March	676
At the Conventions	678
Index of Volume XX	679
Book Reviews	693
Pamphlets Received	696

Entered as second-class matter March 27, 1924, at the Post Office at New York, New York,
under act of March 3, 1879. Acceptance for mailing at special rate of postage provided for
in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Copyright, 1927, by the Playground and Recreation Association of America

At Last—

these delightful folk-dances are clear-toned, Orthophonic

Here at last are the charming, traditional old dances—American, English, Swedish, Danish . . . played with the Orthophonic trueness of gay tone that makes the accompanying dancing steps almost inevitable! Galloping rhythms of *The Black Nag* . . . the rousing merriment of *Jenny Plucks Pears* . . . the enchanting *Hatter* with its swings, stamps, chains . . . *Little Man in a Fix*—contagious fun for all. All prime favorites. Done with the superb aliveness, the inimitable

clearness, of all Victor Orthophonic Records.

It is clear that the Victor Educational Department has your special music problems in mind. Also your field day problems. Watch for our next month's announcement of something of even fresher interest . . . of tremendous new value to you. Your field day programs made richly ideal! In the meantime, order these Orthophonic Records from the nearest Victor dealer.

The Black Nag (splendid for beginners); Grimstock ; Newcastle ; Sweet Kate (with dramatic clapping movement)	20444
Gathering Peascods ; Sellinger's Round (fun for many!)	20445
Jenny Plucks Pears ; Rufty-Tufty (to a beautiful little tune); Parson's Farewell	20446
Money Musk ; Money Musk 2 ; Miss McCloud's Reel ; Old Dan Tucker (delightfully jolly); Pop Goes the Weasel	20477
Dance of Greeting ; Kinderpolka (small children love this); I See You ; Carrousal ("Anderson and Peterson and Lundstrom and me!")	20432
Come Let Us Be Joyful ; Broom Dance ; Bummel Schottische	20448
Little Man in a Fix (with quick, running steps); The Hatter	20449
Klappdans ; Shoemaker's Dance	20450

The Educational Department

Victor Talking Machine Co.



Camden, New Jersey, U. S. A.



PARTICIPANTS IN THE PAGEANT, A MAY DAY REVEL ON NOTTINGHAM GREEN, GIVEN
BY THE EATON GIRLS' CLUB OF THE T. EATON COMPANY, TORONTO, CANADA,
PRESENT THEIR MAY POLE DANCE

The Playground

VOL. XX, No. 12

MARCH, 1927

The World at Play

Award Offered for Community Service Project.—*The Scholastic*, a national magazine for the schoolroom, is offering a series of awards to stimulate the interest of secondary school students in creative writing and in community service.

The community service award is to be given to the group of students (an entire school, a class or club) submitting the best constructive project of community service actually carried out or in progress for the improvement of their town or neighborhood. The awards will not be made upon the quality of the report submitted, but on the importance and success of the plan itself. The projects must be concerned with such matters as living conditions, public life, recreation, parks, cultural opportunities or other phases of the general community life.

A Good Manners Campaign.—Can you draw a cartoon? If so, you will be able to help in the National Good Manners Campaign for 1927, being conducted by the American Nature Association of Washington, D. C. Women's clubs throughout the country are enlisted in the drive for highway beautification and the "leave your lunch place clean campaign," which is so important now that the touring season is approaching.

To aid this campaign, the American Nature Association has initiated a national cartoon competition on outdoor good manners. Arthur Newton Pack, president, who heads the board of award, is giving three awards as follows: \$100 for the first cartoon; \$50 for the second, and \$25 for the third selected. All copy in ink suitable for reproducing on the printed page should be sent to Cartoons, Nature Magazine, Washington, D. C.

Joy in the Out-of-Doors.—A gray goose honking down the sky is better sport than the same thing trussed upon a table. Stop killing and start creating. Stop cutting and start planting.

Stop wasting and start saving. Stop hunting and start watching. Stop hating and start loving. These are the ten commandments of conservation for each of us within his own dooryard and neighborhood, over his own ranch and farm; a sower of seed, a planter of trees, a nourisher of life, where heretofore we have each plucked and burned and slaughtered. . . . In every school room up and down the land, and across from shore to shore, let talk about birds and beast and flowers and trees be started, let tramps afield be taken, and so, in every schoolchild's heart let love be planted, till knowledge of conservation be next to reading, writing, and arithmetic, and love of nature next to love of God and neighbor.—*From the December 15th issue of The Delaware P. T. A.*

A Sports Session at Wellesley College.—The Department of Hygiene and Physical Education of Wellesley College announces a Post-Commencement Sports Session at the College from June 22 to July 2. Intensive instruction will be given in the educational management of athletics and in methods of coaching and conducting the following sports: Hockey; Baseball; Swimming; Team Games of Simple Technique (Volley Ball, Fist Ball, Soccer); Lacrosse; Basketball; Crew Rowing; Tennis; Track Athletics; Horseback Riding; Golf and Archery.

Further Facts in the Free Throw Tournament.—China, Japan, South America, Turkey and Mexico are all promoting national tournaments. Porto Rico, The Virgin Islands, the Philippine Islands, India, Italy, Greece, Esthonia, France and other nations are having contests in various cities of those nations. Every State in the United States has been heard from, and many requests from Canada have been received. Mr. Wilbur's World Basketball Free Throw Committee expects to have at least a half million athletes taking part in the five divisions that are promoted for girls and boys. Rules and entry blanks

for the event may be obtained from H. J. Scofield, Room 311, Y. M. C. A., 26 George St., Charleston, S. C., U. S. A.

A Cooperative Venture in Building Child Health.—The results of four years' work in developing a child health program in a typical American community are summed up in the *Report of the Mansfield and Richland County Child Health Demonstration*. The demonstration was financed by the American Red Cross and supervised by a committee representing that organization, the American Child Health Association, the National Tuberculosis Association, the National Organization for Public Health Nursing, and the National Child Labor Committee. As a contribution to the literature on public health, the report is of importance to all who are interested in the subject.

The report may be secured for \$1.00 from the American Child Health Association, 370 Seventh Avenue, New York City.

The Forestry Primer.—*The Forestry Primer*, published by The American Tree Association, Washington, D. C., of which Charles Lathrop Pack is president, has been published to mark the completion of the fifty years since the United States Government took the first step in forestry. The Primer, which is attractively illustrated with its facts presented in a graphic and challenging way, is divided into fourteen lessons which tell important facts about the use and misuse of our trees, and stress the importance of the conservation of the trees of America and of reforestation.

An exceedingly valuable pamphlet is this booklet designed "to help the coming generations of America's profit by the lessons of the past."

National Congress of Parents and Teachers Considers Recreation.—At its Annual Meeting in Austin, Texas, in 1925, the National Congress of Parents and Teachers set up a National Recreation Committee. At its meeting in Atlanta, Georgia, in 1926 it had a section meeting on recreation. At the conference to be held at Oakland, California, in May, 1927, a new feature of the program will be special conferences on child development and on the wise use of leisure. The program on leisure will consume an entire half-day session of the Congress before the entire delegation.

Hiking in Reading, Pennsylvania.—*Hikes*

in Berks County is the title of the hiking book published by the Board of Recreation of Reading, Pennsylvania, as a guide to members of the Community Hiking Club. There are hints on leadership of hikes, suggestions to hikers on clothing, personal equipment and methods of hiking; information about the bird life of the region and itineraries for half day and all day hikes and for seven bird hikes. Other interesting features are a map of the district and a bibliography on hiking and nature activities. The booklet has been made available at fifteen cents a copy.

New Publications on Athletics for Women.

—Three new pamphlets issued by the Women's Division of the National Amateur Athletic Federation will be of interest to recreation workers. Under the title *How to Carry the Community With Us*, Mrs. Eva W. White, of Boston Community Service, points out some of the fundamentals involved in developing programs of activities for girls, the importance of making the right approach to community groups and methods to be used in placing the program before the community. The points made by Mrs. White in her paper are applicable to all phases of community recreation and will be of special interest to recreation workers.

In the second pamphlet, Clark W. Hetherington tells of the federation movement, its objectives and ideals, the importance of leadership and the promotional development of supporting public opinion.

The third paper, by Clare H. Small, is on the subject of *Leadership of State Universities in the Field of Athletics for Girls*. Copies of these three pamphlets may be secured from the Women's Division, 2 West 46th Street, New York City, at 15, 20 and 20 cents respectively.

A Municipal Tennis Association in Los Angeles.—The Department of Playground and Recreation of Los Angeles, California, has organized a Municipal Tennis Association representing eighteen different public court organizations or groups from various parts of the city.

The objects of the organization are—

(1) To extend the benefits of tennis activity to greater numbers and to encourage a systematic use of public courts to the end that all who desire to participate may be served

(2) To stimulate interest in the promotion of neighborhood group tournaments to be followed



VAN CORTLAND PARK LAKE, BRONX, N. Y.

THIS RINK IS LIGHTED WITH RECENTLY INSTALLED LIGHTS WHICH WILL BE USED IN THE SUMMER FOR BOATING

by sectional, intersectional and finally city-wide municipal tournaments

The organization will include a regular membership for those who classify as municipal players and an associate membership for those who have participated in private clubs.

Ancient Greek Youths Play Ball.—Reliefs and bases for statues found recently in a wall of Athens have led to the belief that the sports of Athenian youths who lived at the end of the sixth century, B. C., were not so different from those of the present day, Professor Paul V. C. Baur of Yale University has pointed out. On one relief is represented a game of ball with three players on each side. On another is seen a game which must have been similar to hockey and on a third relief are two youths, one holding a dog by the leash, the other a cat.

A Casting Tournament.—Casting has become a popular sport in Orlando, Florida, where the Department of Public Recreation is holding a weekly casting tournament at Lake Eola for men, women, boys and girls. The events of the tournament include casting with a $\frac{5}{8}$ -ounce plug at a target some unknown distance; casting for distance and all fly events. Most of the casting is done on a large canvas target. Within a short time a platform will be erected in the center of the city so that contestants may cast either on the water or on the ground.

From February 10th to 12th the Recreation Department conducted the first Southern States Casting Tournament under the auspices of the National Association of Scientific Angling Clubs.

An International Convention of Snowshoe Unions.—On February 5 and 6, Manchester, New Hampshire, entertained the International Convention of the American and Canadian Snowshoe Unions. Each of the fifty-four clubs identified with the two organizations appeared in varied colored costumes and for two days Manchester was a sea of color.

Probably 1,500 visitors came from Canada, while hundreds of winter sport fans gathered from other parts of the country to participate in the program of snowshoe races, swimming and diving stunts, tobogganing, torchlight parade and other features. At least seven of the delegates hiked from Canada to Manchester on snowshoes.

Westchester County's Ice Carnival.—On January 8th, the Westchester County Athletic Federation held its third annual ice carnival. There were junior, intermediate and senior classes for boys and men, girls and women, and preliminary and final races and relays, together with a fancy skating contest. Cooperating with the Federation were the Westchester County Recreation Commission and the County Park Commission. Gold, silver and bronze medals were awarded winners of both races.

Winter Sports in Madison.—Madison, Wisconsin, under the auspices of the Board of Education, is conducting a very active winter sports program. There are six skating rinks in operation and fourteen streets closed for skating are lighted each night by the Boy Scouts.

Twenty-five Acres of Beach for Recreation.—One of the dreams of the Los Angeles Playground and Recreation Department began to materialize when at the beginning of the new year the pumping of sand to make a new recreation beach and playground was started at San Pedro. This marks the beginning of one of the major recreation projects in the country.

With the government breakwater as an axis, two new beach sites will be made—one an area of approximately twelve acres on the inner harbor side and the other about thirteen acres on the ocean side. More than a million cubic yards of material dredged from the inner harbor will be used in making the two fills. Plans of the Department for this unique development include a bath house, an anchorage and headquarters for yachts, a beach picnic ground and a comprehensive program of water sports. On the shore side will be improvements, roadways, auto parking space and a site for land recreation.

The development will be paid for out of the bond issue of 1923, which specifically provides funds for beach development.

Story Hours for the Children of Albion.—Under the auspices of the Community Recreation Association of Albion, Michigan, story hours for little children are conducted Wednesday afternoons by the Public Library at the Community House, and on Saturday afternoons at the Public Library. Much care is taken in the choice of stories told, which range from patriotic, ethical and Biblical tales to legends, myths and fairy tales. Every effort is made in the selection of stories to help children form a taste for good reading.

The Public Library maintains a collection of books at the Community House which the children may borrow.

A New Year's Program.—Each dramatic class conducted by the Memphis Park Department was asked to put on a New Year's program of its own selection before February 1st. This, it was suggested, might be a play, pantomime or sketch, but each child, it was urged, should have a definite part, if not as a participant in the program, as an

usher, doorman or member of the reception committee. Parents and friends of the children were invited to attend through invitations made by the children.

A Toy and Novelty Making Contest.—Elmira Community Service reports a toy and novelty making contest in which boys and girls may compete. All toys are brought to a store in a central location, where they are placed on exhibit. Prizes are awarded the children showing the greatest skill, best handcraftmanship and originality in the making of their toys.

Baseball in Cincinnati.—Amateur baseball in Cincinnati will receive a great impetus under the newly organized recreation commission, according to the *Cincinnati Post*. It is expected that a part of the \$100,000 which taxpayers recently voted for the work of the commission is to be used for the erection of concrete stands at Deer Creek Common and for the construction of permanent diamonds whose number will be increased as funds permit. The Deer Park field house, reconstructed and with facilities greatly enlarged, will be open all year-round not only for the use of baseball players, but for participants in other sports.

Developing Music Appreciation.—A suggestion for recreation executives who are developing musical activities comes from Cincinnati, where, according to the *Cincinnati Post* of January 5th, young people's concerts are given each month by the Symphony Orchestra. Miss Helen Roberts tells the children the story of the music played and has them listen to different melodies and hum them. She also asks the children to raise their hands during the performance of a composition when they recognize a theme.

At a recent concert several musical forms were presented—an overture, that to *The Flying Dutchman*; a lyric, the Saint-Saens *Swan*; a waltz, the *Blue Danube*; an aria from Mascagni's *Cavalleria Rusticana* and the *Triumphal March* from *Aida*. No number was long enough to tire the childish mind and each was replete with melody simple enough to be easily recognized.

The Intercollegiate Song Book.—Many universities and individuals have collaborated in the compiling and editing of this complete and up-to-date collection of college songs, containing almost 300 pages. Women's colleges as well as men's are represented. The first edition, which

is being issued by Thornton W. Allen, 437 Fifth Avenue, New York City, is limited and will be offered first to students and alumni at the universities at reduced rates.

Honor Beethoven.—On the twenty-sixth of March will be celebrated the hundredth anniversary of the death of Beethoven. "This is the most important centenary of a composer's death which so far has come into the line of European music," says Sidney Green in the *British Musician*. "What the causes are that force it to have so special a significance are first Beethoven's personality and the nature of his music, and secondly, the present state of the art, in particular the state of the art among the great music-loving public in general."

Recreation executives may wish to arrange for programs given in recreation centers during the next few months to include Beethoven compositions and to stress with the children and adults the great contribution made by this master of music.

Bird Pictures Available.—The National Association of Audubon Societies is making available to school children sets of six beautiful colored pictures, $5\frac{1}{2}$ by $8\frac{1}{2}$ inches of common birds, and six leaflets telling of the habits of birds and giving many facts of interest about them.

The plan through which the pictures are offered is simple. The teacher may explain to the pupils that they may join a Junior Audubon Club and from time to time information will be given to the club about the common birds of America. Each child who brings 10 cents will receive the pictures and an Audubon button in color which is the badge of membership of the club. A new set of pictures, leaflets and buttons is furnished each year to those who desire to continue the bird study plan. Material will be supplied where as many as ten children are enrolled in a club.

The Junior Audubon Club work has become very popular in many of the schools throughout the United States, in Canada and more than three million members have been enrolled in bird study work under this plan. Last year, 327,776 boys



and girls were members of Junior Audubon Clubs. It is suggested that this plan may be carried out on playgrounds as well as in schools, and may be made a part of the recreation program.

Further information may be secured from Mr. T. Gilbert Pearson, 1974 Broadway, New York City.

Bird Charts.—From the Massachusetts Audubon Society, 66 Newbury Street, Boston, may be secured 27 by 42 inch charts prepared by Louis Agassiz Fuertes showing birds in life size and in natural colors. The charts are both useful and decorative for schoolrooms, libraries and community center buildings. The price of each chart is \$2.50.

Nature Day in Elmira.—A special Nature Day is observed on all the playgrounds of Elmira and an effort made to teach the children an appreciation of nature. The birds, trees and flowers are studied and the importance of their conservation urged.

A Summer School in Camp.—New York University announces a summer school in camp for 1927 to be conducted by the Department of Physical Education in the School of Education. Jay B. Nash, former Superintendent of Recreation at Oakland, California, will be in charge of the camp.

The camp will be located on the shores of Lake Sebago in Palisade Interstate Park and over thirty buildings are now in the process of construction under the direction of Major W. A. Welch, general manager of the Park. More than thirty courses will be given by a staff of twelve. These will be professional courses, designed for school administrators, supervisors of physical education, recreation and camp workers, and teachers in elementary schools. Great stress will be made on courses for camping and all varieties in hand-craft from the making of toys to the building of camps will be taught.

Further information regarding the camp, which will be in session from July 5 to August 12, may be secured from Professor Milton Loomis, Director of the Summer Session, School of Education, New York University, Washington Square East, New York.

An Outdoor School Session.—One of the most interesting features of the Claremont, New

Hampshire, Winter Carnival was the open air session of school. Instead of closing school as is the custom in most towns when carnivals are held, the Superintendent of Schools announced that an open air session would be held. Each child was expected to report at the usual time, but was asked to bring skis or snowshoes instead of school books as his equipment for the day's work. Each class after attendance taking started off on a nature hike accompanied by the teacher and a member of the Claremont Outing Club. Instruction in skiing and snowshoeing was given the few children who were unfamiliar with the equipment. More than 60% of the school population participated in the hikes.

In the schools attended by young children of lower primary age, the teachers were asked to plan outdoor work on the school playground. At one country school because of the rain the children came unprepared for the outdoor session. Since the mode of travel to school was on sleds, the teacher quickly improvised some novelty sled races. The afternoon session was given over to preliminary snowshoe and ski races for the school children with an elimination contest to determine those who would represent their school at the finals on Saturday morning. The races were organized according to age groups.

The outdoor session proved to be a most successful one in every way and the Superintendent of Schools reported that one game—"hookey"—was conspicuous by its absence.

Bond Issues in Toledo, Ohio.—The Toledo Park Department has secured about \$200,000 in bond issues which will be spent on four buildings at the entrance to the swimming pools to cost about \$7,500 each and on five shelter houses erected at an expenditure of approximately \$30,000 each. These houses will be used for year-round activities.

A Service Department in Los Angeles.—The Service Department developed in the Los Angeles Playground and Recreation Department is helping fraternal societies, churches, civic organizations and community groups of all kinds to arrange social programs and is aiding in all forms of neighborhood planning for recreation. The department is preparing programs for home play for families and is helping groups wanting to know where and how to organize a picnic party, give a dance or put on a dramatic entertainment.

Estimating the attendance at the municipal playgrounds at normal for the final week of the year, the Los Angeles city recreation centers have provided supervised recreation, camp outings, beach recreations, club comforts and swimming facilities in municipal pools for a total of 10,592,654 for the calendar year 1926. This increase is attributed to a large degree to the fact that certain ocean beach sites have recently come under the jurisdiction of the department and so the gain in playground facilities. The department now operates forty-four recreation centers as compared with twenty-seven in the period of 1920-25. The tabulation of the year's work includes thirty-four new buildings completed; two old buildings remodeled; two complete camps constructed; eight new playgrounds and three new athletic fields equipped; five baseball diamonds constructed; fourteen cement tennis courts and two swimming pools built, and various other improvements made. One of the important accomplishments of the department was the purchase for \$120,000 of the three-story brick building occupied by the Men's Municipal Club. This unique institution provided during the year for 1,533,000 men.

Permanent bleachers have been built for about 3,000 spectators and more will be constructed. The field house contains shower and locker facilities and is divided into three separate sections. One room accommodating 250 people is used for the home boys, another with 50 lockers for visiting teams, while a third section provides facilities for 100 girls.

The value and accessibility of the field are enhanced by the fact that this tremendous recreation acreage is practically downtown.

From Long Beach, California.—The second Annual Report of the Long Beach City Schools Summer Playground Department by Charles Hunt, Director of Physical Education and Recreation, shows:

A total personnel of 36, three in charge of general administration

A departmental staff of 13

One lifeguard and 19 playground directors

Operating centers included 18 playgrounds

Six handwork centers

One swimming center

One cooking center



THE FACT THAT THIS VAST TWENTY-ACRE ATHLETIC FIELD OWNED BY THE SCHOOL BOARD OF SOUTH BEND, IND., IS PRACTICALLY DOWNTOWN ENHANCES ITS VALUE TO COMMUNITY RECREATION

South Bend's Athletic Field.—The School Board of South Bend, Indiana, is the possessor of a twenty-acre athletic field on which \$100,000 has thus far been expended for the purchase of land and for equipment. The field provides not only for school teams, but for all kinds of intramural school activities and community events. The facilities include four football fields, two hockey fields for girls and a quarter mile track for a 220 yard straightaway, and several baseball diamonds. Tennis courts will soon be added.

Two Mexican centers

Average daily attendance at centers was 4,410
751 people learned to swim

1,200 children took part in the patriotic pageant, "The Making of Our Flag"

1,000 children took part in Bungling Brothers and Hindpaw's Circus

500 boys and girls, enrolled in 4 orchestras, played before 48,000 people

Special events included model yacht regatta; bicycle races; croquet and horseshoe tournaments;



PENTZER PLAYGROUND, LINCOLN, NEBRASKA—BEFORE

girls' play day; baseball; basketball and track field leagues; Catalina Island picnic.

Recreation in Santa Monica.—The public recreation budget of Santa Monica, California, a city of 30,000 population, is \$125,538.09. In addition there is a Community Service budget through the Community Chest of \$5,000.00 and a School Board budget for extra-curricular programs of \$6,000.00. In the Municipal Recreation budget is \$40,380.00 for band concerts and \$1,400.00 for community singing.

Eleven lifeguards are maintained on the municipal beaches at a cost of \$2,260.00. The city spends \$12,000.00 annually for maintaining the public beaches. \$1,100.00 is appropriated in aid of community-wide recreation events.

Roses Are in Bloom.—"Songs in flowers" was the theme of Pasadena's Thirty-eighth Tournament of Roses, the largest and most beautiful spectacular mid-winter floral pageant in the history of the Tournament of Roses Association. Approximately three-quarters of a million people flocked into Pasadena by every road leading into the city and by every means of transportation. This New Year's Day saw Pasadena's new official tournament of roses song, *Roses Are in Bloom*, in which Francesca Falk Miller and Carrie Jacobs Bond collaborated, brought into the pageant for the first time.

With a blast ringing from a bugle, the approach of the magnificent floral fiesta was heralded. Promptly at 10:30 the procession began its course along the five-mile line of march through streets gayly decorated with drapes and bunting. There were 300 units, of which 89 were florally decorated entries, while 69 were bands. Virtually all communities of Southern California were repre-

sented with San Francisco and San Jose from the north.

The Woodrow Wilson Prize Essay Contest.

—The Woodrow Wilson Foundation announces two awards of \$25,000 each to the young men and women of America for the two best articles of 2,500 words on the subject, *What Woodrow Wilson Means to Me*. Each contestant must have passed his twentieth birthday, but be under thirty-five years of age.

Further information may be secured from Francis R. Bellamy, Executive Director, Woodrow Wilson Prize Essay Awards, 17 East 42nd Street, New York.

Spending the Harmon Prize Money.—Four years ago Parent Teacher Associations were first organized in Lincoln, Nebraska. A safe place for boys and girls to play seemed to be one of the most outstanding needs of the city and so a playground committee was created. The committee worked hard. Now Lincoln has a year-round recreation program financed jointly by the City and the Board of Education, and conducted by the Recreation Board, which last year carried on twelve playgrounds.

The Council of the Parent Teacher Association sponsored the entrance of one of Lincoln's playgrounds, as yet undeveloped, in the Harmon Playground Beautification Contest. On April 22nd, an Arbor Day program was arranged when 700 school children of the district planted shrubs and the Parent Teacher Association Council, representing the twenty-two local associations, set out an oak tree, the national emblem of the Association. Flowers were planted by the children of the fifth and sixth grades of the Clinton school and certificates were presented by the Recreation



PENTZER PLAYGROUND—AFTER

Board at the close of the summer to the four children whose flowers made the best showing. The city built a stone shelter house, graded the ground and set out trees and shrubs. This playground won one of the \$50 prizes offered by the Harmon Foundation.

What to be done with the money became the next question. Mrs. Fred R. Easterday, Recreation Chairman of the Lincoln Council, Parent-Teacher Association and also City Chairman of Recreation tells the rest of the story.

"When I chanced to see the cut of a model playground constructed by the United States Children's Bureau, I immediately thought of Pentzer playground, which received the Harmon award, for Pentzer is the same size and shape as the Bureau's model playground. I suggested that the Council of the Parent-Teacher Association, which sponsored the entrance of the playground in the contest, ask the Lincoln Recreation Board to apply the prize money toward making Pentzer a model playground. If this plan goes through, we hope to set a standard for the development of all playgrounds and create an even greater interest in them than we now have."

Recreation in National Forests.—The Annual Report of the Forester, United States Department of Agriculture, gives a number of interesting facts about the recreational use of the national forests.

"The number of people using the national forests for recreation in 1925 was one-third greater than in the preceding year, and five times as great as in 1917. This form of use represents in the aggregate a very large service obtained by the public from its forest properties, as a sort of by-

product. The economical and social importance of this by-product is of far too great consequence to be ignored, even though it comes about mainly through free exercise by the people of their right to enter upon the forests as they choose, for all proper and lawful purposes. That right should not be restricted without urgent reason; it should rather be recognized administratively, and its exercise provided for in such ways as are necessary to enhance its value and facilitate its enjoyment. Hence the need for a national forest recreation policy."

The report points out that a number of problems are involved in this large recreation use and there is urgent need for a moderate outlay to lessen the hazards to which the public properties are exposed through lack of adequate fire control and public health menace through unsanitary public conditions.

Last year 148 additional camp grounds were at least partially equipped during the year, increasing the number to 599.

A Successful Venture.—Aberdeen, Washington, has a Natatorium and Community Center erected at a cost of \$81,721.30, including expenditure for grounds, building and equipment. The building was opened on April 6, 1926, and by December 1, it had paid operating expenses, interest and \$8,700.00 on the capital investment. The building was financed by a \$40,000 first mortgage, and second mortgage bonds of \$25,000, the first mortgage bonds carrying 6% and the second bonds 6½%. The mills of Aberdeen furnished approximately \$2,500 worth of rough lumber, the Civic Improvement Club appropriated \$1,000 and a large amount of the interior woodwork was done

by members of the school manual training classes.

The center is operated by the incorporated students of the city school, with a staff consisting of a full time year round swimming instructor and assistant manager, an engineer, two part time workers and a general manager who is a combination teacher of the high school and director of the building.

The Community Center includes the community building with one large gymnasium 64' x 101', a small gymnasium 46' x 64', a swimming pool 30' x 75', Civic Club rooms and the usual facilities of locker rooms, toilets, showers, filtration tanks, heating plant. There is a quarter mile track with overlapping football and baseball field, three tennis courts and a small playground.

Income is secured from fees and the use of the swimming pool and \$300.00 per month rental from the School Board for the use of the two gymnasiums. Fees for the use of the plunge are: adults, \$.35, children, \$.35; children's school tickets, 20 for \$3.00, bathing suits extra, \$.10, towels, \$.05, annual adult membership ticket, \$20.00, giving unlimited use of the plunge at all hours open to adults and the use of the gymnasiums, handball courts, club rooms. Private swimming lessons are \$1.00 per lesson.

The building is open to the general public every school day from 3 to 10 p. m. and all day Saturday, and from 9 a. m. to 10 p. m. through the summer.

Average daily attendance at the plunge through the winter is 110 and for the summer season, 200. The daily attendance at the gymnasium through the school year is approximately 300 per day.

Drama Notes.—An open house at the Thomas Edison School under the auspices of the Board of Education and Community Service was the occasion for displaying the Community costume wardrobe of the schools of Glendale, California. The work of assembling this wardrobe was begun in October to meet the demands from children's groups for special costumes for plays and pageants.

No money was expended to obtain this wardrobe, but costumes which were made for various occasions were placed in a room assigned for the purpose at Edison's school. Calls which have been made on this collection both by schools and outside organizations indicate that it will fill an important need. Some slight income from maintaining the wardrobe is supplied by the rental of costumes to groups outside the school.

The Passing of the Third Floor Back was the Glendale's Community Players' second presentation of the year. The third will be a series of one act plays. The organization is sponsored by the Glendale Community Service and the evening High School.

The advanced drama class of San Diego State College under the direction of Miss Sybil Jones, drama leader of Community Service, has sent out 250 questionnaires to churches, clubs, service organizations and business houses which might be interested in theatrical productions. The purpose of the study is to locate groups throughout the city which are engaged either directly or indirectly in dramatic work and to facilitate in the future the finding of local talent for community presentations. The information resulting from the survey will be issued by Community Service in the form of a book, copies of which will be placed in the Public Library, Chamber of Commerce, the College Library, headquarters of Community Service and with similar groups.

A Community Score Card.—The Michigan Branch of the National Congress of Parents and Teachers announces the publication of a Community Score Card designed to indicate the degree of success with which a community is handling matters affecting the happiness, health, ethical ideals and education of children of school age. The scoring is done on the basis of ten requirements—Civic Unity and Community Pride; Housing; Physical and Social Recreation Standards; Provision of Music, Lectures, Entertainments and Books; Health and Physical Well-Being of Children; Financial and Moral Support of Schools; Standards in Teaching Efficiency in Schools; Religious Education and Churches; Progress in Material, Cultural and Intellectual Fields.



THE WHOLE FAMILY PLAYS SOCCER BALL

Leisure and Labor*

By

JAMES H. MAURER,

President Pennsylvania Federation of Labor

Dr. Finley: We are to discuss "Leisure and Labor" this afternoon, and I am going to begin with a few statistics and get those out of the way. I found them in a London paper—the London Herald—at any rate, they were copied from that paper, showing how our time would be allotted if we all lived to be seventy years of age, and a few months beyond.

We would spend twenty-three solid years in sleep; a year and a half in sickness; two and a half years (this is, of course, for men) washing, shaving and dressing. For school, only a year and a quarter is allotted, which seems surprisingly low, but when you remember that children go to school only a few hours a day, five days in the week, and only thirty or forty weeks in the year, you can understand why it is only one and a fourth years in all for schooling. Reading, seven years. (These are English statistics, remember. I don't believe we read seven years out of our lives, on the average.) Play, one and three-quarter years—which seems a pretty low average; entertainment, one half year; walking, I am glad to see, two and a quarter years. (But I don't believe we, on the average, walk a quarter of a year of our lives.) Well, perhaps that is a little low, but certainly we don't approach the English in that respect. They spend two and a quarter years of their lives walking. Idling, two and a half years. Sundry, seven years. And then—working, twenty years and have the rest of the time for leisure.

I think there are just a few days to be added. Fifteen days for waiting for trains, and sixty days for sweet-hearting—whatever that is.

Well, those are the statistics gathered by the labor paper in England, showing how time is allotted in the average life. I think, as I have said, that doesn't quite represent the conditions in America. But still, I suppose that we sleep as much as the English people do, and perhaps we spend as much time, or perhaps not quite so much time in working. But our international man will tell us about that—whether we do spend as much time in working or not.

It isn't our purpose to shorten the hours of labor. I mean that that is not one of the functions of this organization, but rather to cooperate with the labor organizations and others in making the best possible use of the time that is left afterward. We are not asking for the shortening of the hours of labor, whatever our attitude may be, personally, individually or collectively. We simply want to know what we can do, through cooperation with the forces of labor, to enable the laborers, especially, to make the best use of their leisure time. That is the object of the program this afternoon.

Now, I have great pleasure in presenting a man who is known certainly in Pennsylvania from one end to the other, and even outside of the State. He is the head of the Federation of Labor, was for fourteen years the president of the Federation of Labor, and I think for forty-six or forty-seven years—I am afraid I am not quite accurate on that—but for over forty years a member of the labor organization.

I can't tell you all that he has done, but he has done a great deal to promote adult education and to extend recreational opportunities to the laboring men of Pennsylvania, especially. I am very glad to meet him here

today and to present him to you—Mr. James H. Maurer, president of the Pennsylvania Federation of Labor.

Right after the war, a committee from Washington came into our office one day, and they said: "Mr. Maurer, we are here from Washington, and we want your cooperation in Americanizing the foreigner. We need the people that you represent and we need the employers."

"Well," I said, "go ahead. What's your program?"

"Why, we are going to go into the various communities, teach the foreigners to sing patriotic songs, and on stated occasions we will have pageants and we will give them flags and parades, and have them wave the flags and sing patriotic songs, and make good Americans out of them."

I said, "Go ahead. Tell me all about it."

"Well," they said, "that's the program."

"Well," I said, "I am not interested at all."

"You are not interested in making Americans out of those foreigners?"

"Oh, yes," I said, "but let us not only take the foreigner. Let us make Americans out of Americans, while we are at it. But you are never going to make Americans that way, and I am not interested in your program. I wouldn't waste two minutes of my time on such a program as that."

"What is your idea about it?" they said.

I said, "First change your whole idea of how to make an American out of anybody. You are all wrong. It may do it in an emergency when you have a war on your hands, but there is no war now. The war is over."

"First of all, you have got to go in where the foreigners live in the various settlements, and teach them some of the things they haven't had a chance to learn since they have been in this country. You want to see that the school houses are, first of all, open to the adults. The average school comptroller thinks that a schoolhouse is sacred, something to be kept locked up so people can't get in. If you try to get in you are considered un-American, an infidel."

*Address given at Recreation Congress, Atlantic City, N. J., October 18-22, 1926.

"See that the school-houses are opened to adults, then see that you have moving pictures there at stated periods, and lectures and amusements. And while that is going on, see that there are swimming pools in the town where boys and girls and adults can go in the summer; and then playgrounds, baseball fields, and so on.

"Then, above all, see that there are lights put in the town, so when the people go to the school-house they can find their way home at night."

They said, "Moving pictures? What do you mean?"

I said, "Pictures of education. Show one picture, for instance, or a series of them, on how to take a dilapidated home and make it, without any extra expense, a place worth calling a home. Show a woman at the stove, preparing a meal. Show how she can do three or four things at one time—she can fry the steak, boil the potatoes and boil the coffee, all at one time. Think of that!"

"Why," they said, "every woman knows how to do that."

I said, "That just shows you don't understand your business. I have seen those poor souls preparing a meal. First they will fry a steak, if they can afford to buy it. After that is fried, they will push it back on the stove. Then they will boil the potatoes, and after they are boiled they will push them back, and then prepare the coffee. After that is boiled to a dark molasses-like color, they will shove that back. Then they will set the table. By the time the family gets that meal the steak is like a hinge on a door. Then they condemn the butcher for selling them tough steak.

"Your pictures will explain all of that. Your pictures will show why people take a bath. Why do we keep our bodies clean? Why do we clean our teeth?"

"Why," they said, "everybody knows that."

I said, "That shows again how stupid you are."

And that was the man who wanted to Americanize the foreigner, understand, that I was talking to. He thought everybody knew what he knew—which wasn't much.

I said, "If we all knew as much as you do, God help us."

EXPERIMENTS IN AMERICANIZATION

At all events, I won out, and they started that good work throughout our State, and only for

the fact that the "flu" came and they had to direct their energies to taking care of the victims, and the money finally gave out, a lot of good would have been accomplished.

Now, I am a Pennsylvania Dutchman. My ancestors settled in Pennsylvania over two hundred years ago. I come pretty near being an American. Pretty near. But when it comes to Americanizing even our Pennsylvania Germans, I think I know the Pennsylvania Germans as well as anyone, because I am one. I hear a whole lot of talk here this morning about education. Well, we have school boards and school directors in Pennsylvania who can't speak English or who can't read or write. School directors!

Sometime ago the directors decided also on Americanization. They decided the scholars had to be Americanized. It is one of the kind of school boards where every time election comes around they say, "There is Farmer Smith. He hasn't been on the Board yet. We'd better put him on the next time." They don't inquire as to his qualifications. It doesn't make any difference whether Farmer Smith can read or write; he is a taxpayer and he has a right to be on the school board.

So the school board had a letter issued to all the teachers in their township, telling them they had to Americanize their students by teaching them patriotic lessons. In due time, the board decided they would go around and see how their instructions were being carried out. They came into the school, the three directors, and sat down, and the teacher got up and said:

"Now, scholars, I am going to see what you know about the patriotic lessons you have been taught. Who can tell me who it was that discovered America?"

A lot of little hands went up.

"Mary Jones, who discovered America?"

"Christopher Columbus."

The school directors all nodded their heads. They weren't sure the answer was right, but they assumed it was.

Then the teacher asked the next question:

"Who was the Father of our country?"

A lot of little hands went up.

"Billy Jones, you tell me."

Billy got up and said, "George Washington."

"That's right. There you are."

The school directors nodded their heads again.

Then the teacher said, "Now, I am going to ask another question, and I want the truth. Who

was it that wrote on the wall down there by the door? Tell me."

Not a little hand went up—not one.

"None of you know who wrote on the wall?" No—none of them knew.

So she said, "I will ask another question. Who was it that wrote the Declaration of Independence?"

Not a hand went up. They all sat there.

"Come, come," she said, "surely someone can tell me who wrote the Declaration of Independence."

A little boy at the other end got up—he had great big eyes and big glasses on—and said, "There he is." Then he got scared and sat down. And nobody knew who wrote the Declaration of Independence.

Then the School Board left. When they were going out, the teacher accompanied them to the door. And as they passed by the little boy with the glasses and the big eyes, one of the school directors said, "See, that little fellow looks guilty. I'll bet he is the fellow that wrote the Declaration of Independence."

So we want to be careful whom we put in charge of instructing our children. They should know at least as much as the children do.

THE TRUE AMERICANIZATION

If you want to Americanize anybody in America, then you have got to do this—help them to live better, help them to raise their standard of living, help them to enjoy life, help them to get all out of life that it is possible for us to get out of life. Put them in better homes, under better sanitary conditions. See that there is better education for their children—more time for leisure—more time for recreation—more time for everything that is glorious in this world. And then you will have Americans that you won't have to sing to or play to—men and women who will fight for their country with their bare hands, if it is necessary.

THE SHORTER WORK WEEK APPROACHING

I want to say that the shorter work day and the shorter work week is coming. It is coming and it is here—it is on the way. Some part of it is past us and another part of it is in the future.

When I first went to work as a boy I worked long hours. And it was necessary to work long hours in those days. And my grandfather and

grandmother ahead of my time, I suppose, worked still longer hours, and ahead of their time the men and women worked still longer hours. It was necessary. There was a time when we didn't understand how to produce the things essential to man's existence as we do today, and in those times it was necessary, in order to exist, that we work long hours to produce enough to satisfy our wants, and our few wants, at that.

I am not a pessimist. I am an optimist. All this clamor you hear about the world getting bad and worse than it ever was before, and all that—I don't agree with. When I look back through just my short lifetime, I am satisfied that the world is not going backward—the world is better today than it ever was in all its history.

There is, of course, a crime wave on, which is regrettable. A few weeks ago I was in San Quentin Prison in California, and while the warden was taking me around and showing me the prison and the prisoners, I called upon some of my friends who were customers of the warden, and among them was one who was a very bright fellow. He has been in there twelve years, and he can apply for a parole if he wants it. The warden told me he wouldn't apply. He said to me, "Ask him about it when you get down there, and see what he says. I can't get anything out of him. He is a good fellow, the smartest man I have in prison."

So I had a long talk with that man. We were outside, and I saw him opening the cell doors around the outside of the prison. I said, "What are they opening the cell doors for at this hour of the day?" He said, "Those men were working today. They are just coming home now from their work, those prisoners. They live in those cells. And they are opening them now to let air in so they will be cooled off for the night."

I said, "What do they close them for during the day?" He said, "Every prisoner has a little something of value—money, jewelry, etc. You may not believe it, but we have some thieves around here."

I asked him why he didn't ask for his parole. He said, "What for? What do I want to get out for? When I get out I will have to chase around and hunt a job. I have a good job here. I am superintendent of the machine shop. And if I get a job after I get out I am not sure whether I can keep the job. I might lose it. But here I know I will always have my job. And when I get old, if I am outside, what is there for me but the poorhouse? Here I need never worry

about a job. I have got it. I get good food. I have as many privileges as I would have outside, except that I can't go where I please. And I am not worried about old age. While I am here I knew they will take care of me."

A peculiar psychology for a man in prison, isn't it?

I said, "What do you attribute this crime wave to?"

He said, "I am surprised that you would ask a question like that."

I said, "Well, what is your opinion of it?"

"Well," he said, "you know, the average mass of people parrot after those above them. We are still pretty much monkeys in that way. And when people read of such crimes as the Teapot Dome and of all the criminals on the top floating around in high places and getting away with millions of dollars, that is bound to filter down through to the masses and they naturally try to parrot and imitate the fellows above them. The fellows above are getting their living without any effort, and the fellows below them think they can do the same thing."

And there is a lot of truth in that.

THE LINKING OF MONEY AND SUCCESS

When I was a boy, my mother used to point to the corner grocery man. He was a *fine* fellow, a business man. She said, "Jimmie, look at Mr. ———. You be like him when you grow up. Be successful in life." On Sunday he had a broadcloth suit on, and he walked down the street, with a high hat on, going to church, and with a hymn-book under his arm and a Bible. "Ah," my mother would say, "there is the ideal of a man. Be like him."

Later in life, that fellow went crooked, and everything else, and I said, "How about being like Mr. So and So across the street?" "Ah," she said, "it was too bad, Jimmie. No, don't be like him." She changed her mind.

But there you are. We boys were always told to live the life of somebody above us, somebody successful. And the successful person they pointed to was the man with the dollars!

I was quite a young man when I learned to read. My friends said, "Read everything you can get hold of." So I went to Sunday School and I got books out of the library—and nearly every story I read was where little Jonnie Jones, poor little slave, a widow's son—exactly like me—worked hard and was such a good little slave

to his boss and took care of the boss' interests, closed the window at night and picked up the nails and the pins and the tacks from the floor, and didn't go home when the whistle blew, but he stayed there—and succeeded finally. The boss made him general manager, and in due time superintendent, and finally he married the boss' daughter after a case of love at first sight. And the story would wind up with Johnnie having a big family and living happily ever afterward—and owning the business.

Again, the psychology there was the accumulation of riches: "Get money. That is success in life."

You can figure that all the way down through our American institutions, and you will find that the whole thing has been centered on the fact that "Success is *MONEY*."

And so you have got a group of people who feel that any way you can get it is the right way. They believe in the old slogan, "Don't ask how he got it—but has he got it?"

INCREASING LEISURE FOR THE WORKER

Then, again, what has happened to a certain group in society who feel that they should do these things? And right here is where I feel this organization fits in. I told you, a moment ago, where in the case of our parents and grandparents it was necessary to work long hours in order to produce the necessities of life. Something has happened since that time. The inventive genius was unharnessed.

All that is great in man was given free play to go forward and do things. And he has been doing, until today we are living in a different world than we lived in even fifty years ago. During my short lifetime, I have seen come into existence the telephone, the automobile, the electric light, and many other things.

I remember when I was a boy, living on a farm, my grandfather was a blacksmith and he made all the hardware and cutlery for the whole community. He even made razors. I wouldn't like to shave with one of them, but he made them. And he made nails, and everything else. When there was a job of carpentering to be done, they would come to him and order the nails, and he would work each nail out separately on his anvil. When there was a house to be built, the woodwork of the carpenters, and so on, started in the fall of the year, and in the winter months they made the doors and the door frames and the window frames

and all the work that goes into it. And the next year they built the house.

How that all has changed! Today, we make things with lightning rapidity. For instance, nails. I remember later in life going through a nail factory, where one nail maker had three men helping him, running four machines to cut nails. Later on they had a self-feeder. And then later on the cut nail had to give way to the wire nail. And today we find one man operating twenty-five or thirty machines in one big room, turning out more nails than five hundred nail feeders could have turned out not so many years ago. And better nails. The same is true, in a greater or lesser degree, in practically everything we do.

RAISED STANDARDS AS A RESULT OF INCREASED LEISURE

Now, what does that mean? It has brought about several things. One is that we are living better today. Why, the average citizen today enjoys things that kings didn't even dream about, couldn't have dreamed about, because there was nothing like them.

Take our lights; our means of transportation; our homes. When I was a boy, the family that had a piano was a well-to-do family, and when I walked the street and heard the piano play, I would sit on that stoop and listen to that piano, wondering whether the day would ever come when I would be allowed to even sit in the same room where they played a piano. Today, it is a common thing for any family that wants a piano to have one.

We are enjoying many things, and with this modern method of production the end is not yet. We are going to keep producing in greater abundance as time goes on. One man today can produce so much more than his ancestors did in the same given space of time.

And what is going to be the result? If we are not going to go backwards to savagery, then we have only one thing to do—to pay greater wages so they can consume more and live better; and reduce the hours of labor by day and by week.

And that must be done. It is being done now. We are going to have the five-day work week. And we are not going to stop at the eight-hour work day. We are going to have a seven-hour work day; we are going to come down to a six-hour work day and we are coming down to a five-hour work day and still more, if the inventive

genius and progress is to continue. It is something that has got to be so.

I remember when my own Union made a demand for the nine-hour day. We were working ten hours a day, sixty hours a week. The bosses said, "Why, you fellows are lying in the beer saloons now every chance you get, and if we reduced your work to nine hours you would be in the saloons just six hours a week longer than you are now. And you wouldn't be fit to work at all." Well, in those old days of long work hours, you had a different kind of working man and woman than you have now.

I will tell you a little story about my own Union. When I came back to my home town to go to my trade of plumbing and steamfitting, I came away from being a machinist, which was my real trade, as a master mechanic. I was discharged for activity in the labor movement and blacklisted. I received good pay as a master mechanic, but what good was my trade after I was blacklisted. So I had to go back to the plumbing shop. And there I found wages miserably low and hours long. I had raised my standard of living and become accustomed to better living, so I couldn't see how I could support my family. And plumbing was the only thing I could get a job at.

So I said, "We will organize this thing." We sent word to all the plumbers and steamfitters in town to come up, we were going to organize a Union. Fifteen of them came. That was all. We couldn't organize. The next week, we sent word out, "Free Beer next Tuesday night. The plumbers are going to get all the beer they want for nothing." They were all there that night. And after we got them all about half-boozed we organized them into a Union. Now, that was the standard of the trade at that time. And that great trade union grew. It made demands for shorter work day, more money, higher standards of living.

There was one old fellow in the shop in which I worked. He said, "Keep your locker locked." I said, "Why?" He said, "Old Billy Moore will drink the alcohol out of your torch, if you don't." That was the type of man in those days—a low grade of man, underpaid, overworked. The only pleasure such a man can get is to drink alcohol and forget. They don't want to listen to anything sound. I know exactly how they feel, because I have lived that myself.

Talk about educating men and women! Men

are forced into idleness through strikes and industrial depression. You can't talk to a man then. He wants to forget. A man who is tired doesn't want to reason about anything heavy. He wants to forget—dance, sing—anything but the grind. If liquor is in line, he will take it. Then he imagines for at least a couple of hours that he is a millionaire and he is a great man.

When we raised the standard of living and reduced the hours, it gave the workers more time to mix with their families, and we found that the desire for drink was disappearing. This was long before the nation went dry—long before that time.

And at the time that the Volstead Act was passed, that same local union, my own local union, that I have been a member of all these years, would not allow any of its members or anybody else in the meeting hall who was in any way under the influence of liquor. They were a bright, intelligent group of men—temperate—men who were good fathers, good husbands. We haven't had a divorce case in my union since it has been organized.

And that was brought about by making conditions better and reducing the hours of labor. This year my union works forty-four hours a week. Next year it is going to work forty hours a week. After that, thirty-six. That is going to give the men a chance to know their families better, to mix with their wives and children.

MAKING THE STATE RESPONSIBLE FOR ITS CITIZENS

Talk about this crime wave! What else can you expect when the mother has five or six children and the father doesn't come home until midnight, working double-shift, perhaps, in many cases, and the mother is left alone to take care of those children? She wants them out of the rooms. She wants them to get out into the street and play. She doesn't know whom they are playing with. And unless the proper kind of care is given to them in school, why, they don't get it at all.

When I was a boy, do you know what I thought of school? I looked upon school as a juvenile penal institution. Absolutely. And I used to hear the womenfolk say, "Send the children off to school to get them off the street. That is the way to keep them out of the road." And all we did in school was to sit there and keep quiet—

an awful thing for a child to do, to keep quiet. The teacher had a big card, and she would point up with a stick she would whip us with to some letter of the alphabet. Then some little child would know what it was, and when she would say "M," we would all holler "M." She might have had it on "C" or "X"—it was all the same to us.

The impression left upon a child's mind is very difficult to disturb in later years. Not until I was sixteen did I realize what I had missed as a child in not learning to read and write. And to this day, I have a feeling of resentment against conditions that prevailed during the period when I was a child. I shall never get over it.

The State wasn't concerned what happened to the children of that age. It didn't concern itself about the widows. I was left to run wild. My mother was in a factory, my oldest brother in a factory, the baby with a neighbor—and I was just left to run wild. My associates were hoboos, tramps, of the cinder bank and the livery stable. And listening to their tales of travel and adventure all over the world, and not working, I used to think, "When I grow up to be a man, I am going to wear a red shirt, a red necktie around my neck and a pair of boots, and be a bum."

That was my ambition—because their stories of adventure fascinated me. The State didn't care. No, the State didn't concern itself. Society didn't care until that child grew to manhood or womanhood, and then if that same child violated one of the State's sacred laws, the State stood ready to persecute and prosecute, even though it cost tens of thousands of dollars, a victim of its own creation.

And the first thing I did, as a legislator, was to try to throw some protection around widows and orphans—and I am proud to say in our State we have pretty good protection around both of them.

MAKING THE BEST USE OF INCREASED LEISURE

Now, then, you are going to have these extra hours to deal with. And what are you going to do with them? That is the question before this Congress.

McSherrystown, Pennsylvania, is a cigar manufacturing town. There one phase of the problem has been answered. They used to work there from sunrise to sunset. They would go to work with lanterns. Now they have cut the working hours down to eight.

You may say, "What did they do with that leisure time?" In McSherrystown, Pennsylvania, that leisure time meant beautifying their homes, painting, fixing up the gardens, planting flowers, and all that—making it a better and a nicer and a happier town and home. That is one way, of course, in which we can use this leisure time.

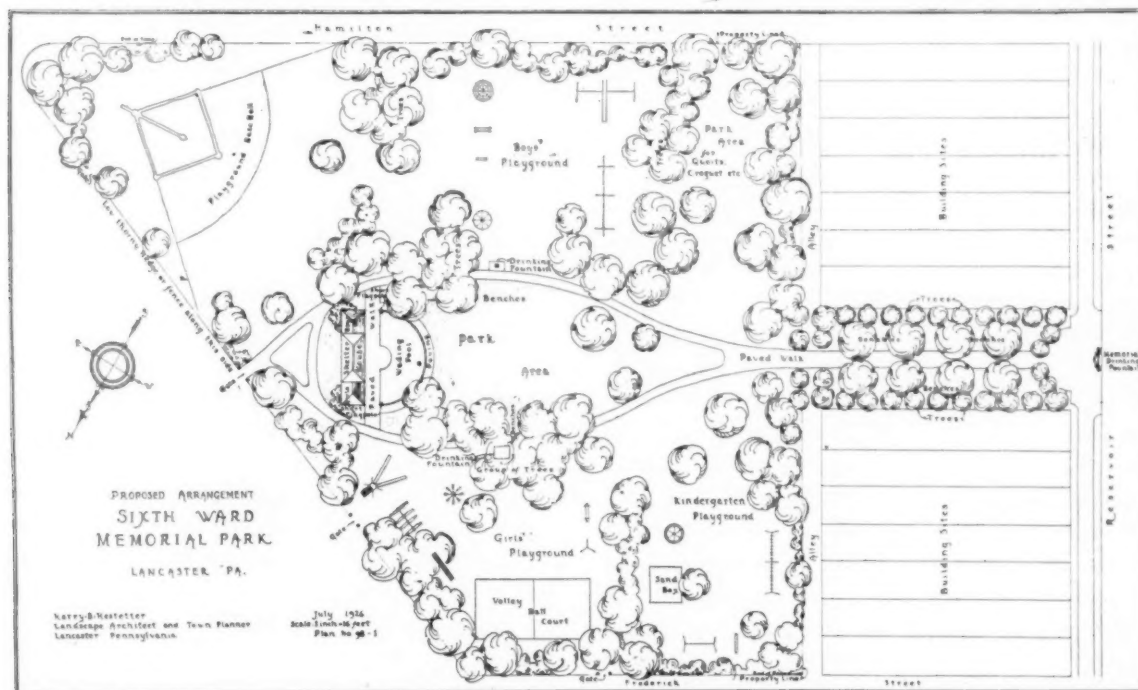
But, now, the big thing, after all, in recreation is this: When we speak of that subject, we generally cover it up with athletic sports. We think of baseball, lawn tennis, golf, swimming, acrobatic stunts, walking, running, and so on.

Now, I am not opposed to that—of course not, especially swimming. I think that is the best kind of exercise for anybody. But take a man working in a steel mill or a coal mine, or a building tradesman, a structural iron worker in the building trade, working around these big skyscrapers, going from the bottom to the top, and down again; or in a steel mill, pulling out those big steel and iron bars, taking them over to the rolls—think of the exercise such a person gets. Take the coal miner, digging coal, shoveling up big lumps of coal, crawling through his working place. Every muscle in his body is exercised. I don't think it would be proper to encourage any of those men who get that exercise to go out that night and play baseball. They don't need it. They don't need that kind of exercise. They don't want it. I would consider it injurious to them to do too much of it.

On the other hand, a bank clerk or a linotype operator or a clerk of any kind, or a girl typist, and so on—why just fancy comparing that kind of worker to a miner or a steel worker or a building trades man or anybody else who gets physical exercise at his work.

Now, my thought is that in the case of that girl typist or that bank clerk, and all these clerical workers who don't get the physical exercise, it would be perfectly proper for them to play lawn tennis, golf, baseball, and while they are playing, it would be just as proper for the steel worker, the miner and the other physical worker to sit under a shady tree, reading a good book or listening to a band concert. One needs mental recreation, the other physical recreation.

Now, that is the thing you have got to work out. And I hope you will do it. I am trying to do my share for adult education. The man and the woman who work hard all day with their hands at night need something social. If they don't get it they will become stupid. With the grind going year in and year out, as it is with work now in modern industry, you must find some recreation to relieve the monotony so that the man or woman doesn't resort to drugs or whiskey or other things to forget the grind. Give them something of an elevating character. Give them an intellectual tonic. That is what they need—and you will have better citizens if this is carried out.



The International Labor Office and the Leisure Movement*

By

LEIFUR MAGNUSSON,

American Correspondent, International Labor Office

One of the extraordinary features of the post-war period has been the striking recognition of the claims of all classes of the population to leisure. Probably the psychologist would explain it as one of the natural reactions of a long period of over-strain, over-work, over-nervous tension which resulted in a tremendous amount of exhaustion and break-down of individuals if not whole sections of the community.

From a sociological point of view the bringing together of thousands of people with diverse interests and antecedents into a new and strange community life such as was called for by the war, necessitated immediate and prompt attention to the question of leisure time activities. Thought became focused upon leisure as a community asset, and a whole corps of specialists in community recreation were called upon to mobilize this leisure spirit. It is possible to say without too great exaggeration that thousands if not millions of people the world over for the first time actually realized the uses of pleasurable living as against the uses of adversity.

To the claims of the psychologist and the observations of the sociologist, were finally added the deductions of the economist. He saw something had happened to production. Despite the fact that a goodly share of the man-power of the world was engaged in destructive work, the remaining forces, made up of the so-called "weaker sex" and less able-bodied of the so-called "stronger sex" were able to create an amount of output that wildly exceeded the needs of the existing population. Because of a coordinated system of production, controlled as never before in the world's history, men were able to send out such a stream of goods that the distribution of it proved beyond the ingenuity of those assigned to get it into the hands of those who would consume

and enjoy it. So much had been produced that it clogged the channels of distribution.

But more important than all other factors in explaining the demand for more leisure time were the claims of labor as a group within the community. The governments of the world, whether through fear or in honest recognition of labor's war time achievements, were unable to refuse to labor the boon of the eight-hour day. Hence we find that even before October, 1919, when the First International Labor Conference assembled at Washington at the summons of President Wilson, over twenty countries had adopted the shorter-day principle and were wholly or partially applying the eight-hour day and forty-eight hour week in industry.

To the International Labor Office as an instrument for advancing social legislation, the uses of leisure afford a most important index of social equality, or as Henry Ford puts it: "It is high time to rid ourselves of the notion that leisure for workmen is either 'lost time' or a class privilege." While consideration of the uses of leisure is a natural corollary of the eight-hour day, it is not too much to say that the question has entirely shifted our viewpoint as to what constitutes civilization. Does it exist of, by, and for industry, or is not the whole purpose of industry to secure leisure?

Now leisure is a very personal thing, hence a word of caution at the outset as to the way the International Labor Office has looked upon it.

The interest of the International Labor Office in leisure is not one of control and regulation. It has not prescribed anything in the nature of moral ordinances which workers must obey and employers enforce. It has not attempted to give good advice to workers, nor urge employers to embark upon lavish welfare schemes. All it has done is to study the movement in the different countries, to take stock of the best types of ac-

*Address given at Recreation Congress, Atlantic City, N. J., October 18-22, 1926

tivities, to note the comparative effect of different types of spare-time activities with a view to keeping the matter constantly alive. Its sole instrument has been publicity, research, focussing attention and urging action.

CONSIDERATION OF LEISURE AT A GLOOMY HOUR

The International Labor Office may claim in all modesty that it was one of the first agencies which realized the importance of this leisure-time question, and which brought it to the front for active consideration. Indeed, it sounded like a travesty and irony in the face of the extreme economic depression which prevailed shortly after the war, to speak of such a thing as leisure, least of all to put it in the fore-front of emphasis among labor problems for the consideration of the world. I cannot but recall the criticisms and ridicule with which the proposal to place such a grandiloquent subject as "the development of facilities for the utilization of workers' leisure" upon the program of the Sixth Session of the International Labor Conference in June of 1924 was greeted by many in the Labor Office and those in the labor field in Europe at that time. You must recall that the question, before being placed upon the program of the Conference, was being discussed in February or even earlier in 1923. That was the period of probably the lowest ebb in Europe, a period of tremendous unemployment in Austria: it was the second month of the Ruhr occupation; a time when Russian refugees were added to the overburdened relief system of Europe; social reformers were seeing the nullification of social insurance legislation through depreciated currency; open attempts to disavow the eight-hour day, and tremendous decline in union strength and prestige, were among some of the problems faced at that time.

It took a courage born almost of insanity or the wildest of hopes to talk about leisure, how to get more of it and how to use it. But I am bound to say that it proved to be the beginning of a tremendous world-wide interest in this question of leisure. In February, 1924, there appeared the first article in the *International Labor Review* on the uses of leisure among working men in Austria. This was followed by one for Finland in the April, 1924, number of *The Review*, while the June number of *The Review* featured entirely the subject of leisure. The leading article was one on the influence of housing conditions on the use

of leisure, by Raymond Unwin, the well-known British housing expert and reformer. Then followed articles on the use of spare time in Sweden and Czechoslovakia, another on the workers' leisure committees in Belgium, and a third on the city-workers' spare time in the United States. Even the question of leisure among agricultural workers was considered in an article describing some English experiments in leisure time organization in the country. This is a branch of study which the Agricultural Service of the Labor Office has been interested in since that time.

THE CREDO OF LEISURE FROM FIFTY-SIX NATIONS

The International Labor Office, I would assure you, does not wish to indulge in any vain boasts in this business of promoting recreation; it only claims credit as something of a pioneer in the movement, as promoter, so to speak, who brought it to a head at the Sixth Session of the Conference at Geneva in June, 1924. The recommendation adopted by that Conference constitutes its credo of the leisure movement. And let me remind you that this creed was handed down by governments, workers, and employers, who make up the Annual International Labor Conference. It represents the view of fifty-six nations, members of the International Labor Organization. The questions at issue were debated and considered by nearly 300 delegates from as many as forty nations.

The Conference approached the matter in a broad and generous spirit of individualism and toleration, which must necessarily characterize any endeavor in the recreation movement. In the ponderous "Whereas" clauses of the recommendation one finds such colloquial expressions as "time to do as you please," "necessary hours of sleep," "development of individual tastes," "varied interests," "relaxation." But official pronouncements must have dignity, and so they throw in such words as the "progress of civilization" and all that paraphernalia of stilted phrases.

The recommendation speaks of the preservation of spare time and observes that the danger of workers undertaking extra paid work after the performance of the usual eight-hour day can best be avoided if "the governments should encourage and facilitate the conclusion of collective agreements which will insure a normal standard of living to workers in exchange for legal hours

of work." It points to the strategic position which employers must play in the movement, for they are the ones that control the arrangements of the working day, the time of beginning and closing, the time and length of the rest period. Equally important for the leisure movement, the conference holds to be "a well conceived transport system," and expresses the belief that both employers and workers' organizations should be "extensively consulted" by the transportation authorities in providing the best sort of system.

SOCIAL NEEDS RELATED TO SPARE TIME

The relation of social hygiene to spare time is touched upon and members of the International Labor Organization urged to promote individual hygiene by provision of public baths, swimming pools, and like facilities, while legislative or private action "against misuse of alcohol, against tuberculosis, venereal diseases, and gambling," is suggested.

The Conference lent its support to the housing movement, garden cities, and the building up of urban communities where proper conditions of health and comfort can be enjoyed.

The many other means or institutions promoting the wise expenditure of spare time were approached by the Conference, not so much with an uncertain hand as with the belief that all restraining hands should be kept off. Emphasis is placed upon those recreational means which meet particularly the desires, the tastes, and the special requirements of the workers. No precise and rigid handling is possible in dealing with such matters as the improvement of workers' domestic economy and family life by providing small allotments for gardening and light farming. The development of physical health and strength through games and sports as an antidote to the "highly specialized conditions prevalent in modern industry" is reverted to, and need for the extension of different types of educational facilities as libraries, popular lectures, is forcefully pointed out.

Complete freedom and independence for the workers to live their lives outside the factory or workshop is the keynote of the recommendation of the Conference. And least of all should there be any pressure applied in compelling the workers, either indirectly or directly, to use any particular leisure time institution.

On the whole, I should say the Conference approached the leisure question from the functional rather than the purely state and community point

of view. It recognized the joint claims of workers and employers to manage institutions partly supported by the two, though again cautioning against encroachment on the liberty of those for whose use such institutions are maintained. The recommendation of the Conference does not contemplate too systematic an organization of the means of recreation, though it favors the formation of district or local committees. It recommended particularly that such local committees should be composed of representatives of employers and workers, and cooperative associations, acting with the public authorities.

This functional rather than exclusively community approach to the leisure problem arises from the fact that the countries most predominant in the labor organization at the present time have obviously a background of large and active interest on the part of different kinds of workers and cooperative groups in the question of leisure. As you well know, many self-supporting recreational activities exist in most of the European countries, while on the other hand so-called employers' welfare work is almost unknown, or at least in its early stages at the present time. While there has been as much if not more community action for leisure in those countries, it has been paralleled by this independent activity on the part of the trade unions and cooperative societies.

Finally, the Conference frankly admitted the need of continuous active propaganda in each country "for the purpose of educating opinion in the favor of proper use of the spare time of the workers." The function of the Labor Office is to stimulate interest, to study and make known the best in every line of endeavor. Already fourteen countries, among them the more important countries, have reported action taken by them respectively with respect to carrying out the recommendation of the Conference. Seven countries have intimated that the recommendation is under consideration by the authorities competent to deal with it in their country. Eight countries have given it more or less informal consideration but no definite action. And lastly, it is to be regretted, some twenty-seven countries have apparently let the matter slide without taking any action, although without question much work is already being done in those countries in harmony with the suggestions of the Conference. Indeed, the period of incubation is well under way. To maintain and stimulate the process of incubation is in a word the challenge which faces the Labor Office.

Leisure and Labor*

JOHN NOLEN,

Cambridge, Mass.

Nothing could be happier than to come from Europe and find at the threshold of our country here the subject of leisure as a topic of discussion on the part of the group of people who more than any other group have the power and the influence to determine during this next period how the leisure of the people will be used.

I asked a Swede on my recent trip what he thought was our chief defect, and he said at once, without a moment's hesitation, "A lack of a sense of proportion, a lack of a sense of values, a constant tendency to go to extremes in one direction or another"—which offset and defeat in so many instances the great and the fine virtues which really are characteristic of our life and of our ideas.

In other words, it is a question of—what does it profit us if we succeed in all of these things and haven't the sense of how to live?

I read a little book while I was away, called, *A Happy Traveler*. It had the sub-title—"A Book for Poor Men." But it was the most appreciative, kindly, humorous proposal for travel, which had actually been carried out by this Englishman in various parts of the world, getting in touch with the native life in all particulars. And it was done, as it must be done in such circumstances, largely on foot. And it was done with the utmost breadth of sympathy and with a simplicity that was most enticing. And yet, it was done through a long lifetime by the Vicar of Medhurst in England.

In Vienna I had a feeling that here was a people inspired, although poor and down on their backs in many ways, unemployed, they had found some touch with the simple things of life, had found methods of recreation, had found ways of expanding public policy that really put to shame what we find when we return here.

One man said, quite seriously, "The future of the world, I believe, is in the United States; but the future of the United States is in Europe."

The thing that strikes you abroad is the provisions that are being made for home life. There is, through Europe and in England, a great build-

ing program of model homes; apartments, in some instances, but in many instances cottages. They are also building public baths. I have never witnessed such a program of public baths, river baths, open-air baths, covered baths. In one river bath in Vienna there is provision for 14,000 people to bathe at one time. And it is not merely bathing, it is exercising. They have apparatus and supervision, leadership, provision for sun baths and the incidental things that make bathing not merely an exercise but one might say a fine art, giving joy and inspiration, enthusiasm for life, and a feeling upon returning to labor that in no sense does it represent drudgery or hardship.

The lack of hurry is noticeable abroad. The whole pace is different. People don't rush. They don't fill their conference programs as we do here. There was never anything doing at night, unless it was the opera or some rather festive occasion such as a dinner of smaller groups of friends.

We went into some of the smaller cities in Germany, seeing opera that we should be proud to have in New York City or in any other large and populous centers.

When one returns, the thing that impresses one is the mechanization of life, the feeling that Americans are looking to machines, substituting machines to take care of the things which it seems human beings were born to do for themselves.

Another note constantly in the conference which was held in Vienna and in the tour of the German cities that was made afterward was the note of international feeling. We had a party that traveled about among the cities after the conference was over, with an opportunity for what might be called laboratory observation of what the places were actually doing.

The international town planning never ends with talk and with discussion, no matter how wise or inspiring or illuminating it may be. They go out and they see and they praise and they criticize, as they observe what has been done through a fairly wide region.

Coming to a little place in Karlsruhe—a garden suburb—with the smallest homes for laboring people, we were greeted, as we came to the suburban limits of the town, by a large evergreen board

*Extemporaneous address at Recreation Congress, Atlantic City, N. J., October 18-22, 1926.

which had been erected, surrounded by little children—tiny tots—all bearing flowers and singing in the happiest fashion. And over the top, in three languages—in English, in French and in German—there was the inscription which in English read, "The future of mankind depends on international cooperation and works of peace."

There was that sense of working together on problems of housing and recreation and problems of living, related to the great body of the people. That was the expression—the definite, concrete expression—of that international sentiment.

In Nice and Venice, at the waterfront resorts, I couldn't help contrasting the kind of waterfront we have here, from the point of view of usefulness, of recreation and of beauty, with what has been accomplished, we will say, on the French Riviera.

I asked here yesterday in Atlantic City, at several places, if there was an open-air, out-of-doors pool. I may have been misinformed, but I was told that there was none, that there was no place on the waterfront in Atlantic City where one could at this time of the year bathe with natural air and sunlight and sunshine coming in. I was told there were several covered pools, and I visited one of them. I said, "Is there any place where you can go out in the sun? Is there any terrace or any place like that?" And they said, "No. They have enclosed everything."

You would find a great contrast in Europe. You look at the people. No matter how poor they are, their faces are brown, their bodies are brown. The men, when they bathe, wear no shirts and their bodies and their arms are as brown as their faces. They seem to take pride in that.

In the German cities, one is again impressed with the parks and with the interesting sport and public provision for it, and with the simple enjoyment of nature. Arriving in Munich one Sunday we found the station jammed with people, not merely with men or women or groups of young people, but with families, old and young, from the smallest to the largest, from the youngest to the oldest, all in camping clothes, with knapsacks and with the happiest faces. And when we got out on the street, it seemed there were a hundred thousand people going home, after a day in the open.

I pictured in my mind what was happening outside of Boston and outside of New York, with the streams of automobiles pouring slowly

through the congested roads. I thought, "Well, this is a different way of living. It is a different conception of recreation and of leisure." And if we could take the cost and compare the bills, we would find many other interesting things.

Do you realize that England, since the war, has built 650,000 cottage homes? And it is building at one time now, 60,000 of those garden homes, and that is part of a fifteen-year program, carried on steadily, relentlessly, because of the conception of home life and families and gardens and natural recreation—a fifteen-year program leading to a completion of 2,500,000 houses. It is stupendous, when we contrast it, again, with our whole relationship to housing, and we see how the different nations proceed.

I come here primarily in the interests of town and city planning, and I want to echo and emphasize the idea that the solution of the problem of recreation, the problem of leisure time—a good solution, a permanent solution, a far-reaching one, one that is idealistic and yet practical—must be incorporated in a whole program of solving the problems of towns and cities and regions, because in no other way can it be done successfully and economically.

We, as individuals, do not simply live in this one unit. There are other units of our lives. We live every day through the whole range of our activities—transportation; housing; recreation; waterfront; leisure. They have got to be tied up in some organic plan that will recognize that relationship. And when we do that, we will find, I believe, that two of the topics that are at the front for discussion here today—that is, "Leisure and Business" and "Leisure and Labor"—will largely solve themselves, because business will find that which is so true under broad city planning—that play pays. Business will find the return that comes from well-spent leisure.

And labor knows that the reward is very largely in this leisure and in the provision of an environment by public action that will give labor its due and make labor happy.

"The true sportsman is the man who plays the game of life in a spirit of magnanimity; who scorns to take advantage of a technicality, who uses his superior strength to help and not to oppress; whose mind is set less upon success than upon honor; and whose measure of success is the value of the contribution he can make for life, rather than the rewards which he may win for himself."—CHARLES A. RICHMOND.

Character Building Through Football

The December nineteenth issue of the *Boston Herald* contains a review of Herbert L. Collins, former M. A. C. all-round athlete, now teacher-coach at Beverly, Mass., high school, in which he suggests that character building must always be the objective of football playing. A few extracts follow:

"I always try to keep in mind what these boys are going to be when they leave me—when they go to college, if they go. They've got to be something besides football players. . . . The first thing to begin to build is character or, rather, while you are teaching them football you've got to be developing character at the same time. My contention is that if you make that your foundation, your football team will come as a matter of course, provided you have equipped them with the necessary knowledge of the game. And by character in the football sense, I mean just about the same as in everything else—self-denial, courage, self-control, square shooting, respect for discipline, self-sacrifice, and self-effacement. What happens when you don't have that on a football game? What happens when you have a star who always wants to be in the limelight? One star never yet made a football team, but they have unmade many that without them might have been champions.

"Don't misunderstand me. Some boys are so good that they can't help being stars. Whatever they do, they do well. That's all right. But there is a big difference between a boy whose starring is done at the expense of team play and the one who shines in the very course of it. One is all right; the other all wrong. And that takes you back to character.

"You hear a lot about teams stressing the star of the opposing teams. I never coach my boys to go out and 'get' a certain kid. I just think of how it would be if he were my own boy. No, there is no need of that sort of thing.

"Self-control is a hard thing to develop among boys playing football. There is surely no bunk to that phase of character building, because, believe it or not, self-control wins football games or, rather, the lack of it loses them.

"Some clubs and pretty good ones, too, have a way of riding their opponents, singling out individuals particularly with the idea that they can get them mad and throw them off their game. But,

it is my idea that you can't talk a properly trained team out of its game. They learn to let that sort of thing roll off them like water off a duck's back, and keep on sawing wood. But that is something you have got to develop in them—the temperament that will throw that off. It is a trait that will help them not only in football and other sports, but they will find it pretty handy later in life. We are all due to take a lot of riding during our lives and it is the job of the coach handling boys to look to their future as well as their present.

"Boys ought not to be dependent on a coach in a pinch. I want my boys to think for themselves in the game, using what they have been taught as the basis of their decision. That is one of the best things football teaches—the ability to think under fire. That's another quality that is bound to endure in life.

"I believe coaching from the side line is all wrong even if you can get away with it. It is an admission of weakness—just like throwing out a crutch to the team when they ought to be made to go it on their own. That does them more harm than good. It doesn't make for self-reliance. I'd rather lose a game than do it."

Most of us in our leisure time are riding around in automobiles without any definite objective and without any definite thought except that we are riding about and this in spite of the fact that there have never been greater opportunities for culture than are afforded today through newspapers, magazines and books.

It is a grave question whether the people at large are not choosing to be entertained rather than to take advantage of the enormous opportunities for knowledge and culture which are open.

One of the most advantageous things that could happen to our country would be that our people should learn to make better and more valuable use of their leisure time. More and more this is likely to be the tendency for the next generation.

—OWEN J. ROBERTS

Address before Pennsylvania Bankers Assn., January 13, 1927

"The recreationally illiterate are more dangerous than the academic illiterate."—From News Letter No. 11, Department of Physical Education, California State Board of Education.

Play and Better Homes

By

JAMES FORD,

Executive Director, Better Homes in America



PLAYGROUND—SANTA BARBARA, CAL., HOUSING AND PLANTING SCHEME FOR BEAUTIFYING IN CONGESTED DISTRICTS

Character is largely determined by the quality of home life of the child or adult. Home life may make for narrowness or selfishness or for preoccupation with material things and with trivialities. It may quite as easily be so directed that it will make for breadth of sympathy, consideration of others and interest in the higher values of life. In our highly complex civilization where so many excitements and temptations beset young and old, neither the individual character nor the family life will ordinarily attain its finest fruit unless home life is consciously planned for and wisely fostered.

The well-ordered home will provide for health, safety, economy, convenience, comfort and beauty. But beyond these manifest needs it should provide for the cultivation of all that is best in family life. If parents fail to participate in the active life of their children, their influence declines as the years go by. But where parents deliberately cultivate all interests which old and young can share, mutual affection and mutual respect and confidence will grow. The love of fun and the love of beauty are practically universal. Through home play and home music these can be made the means to closer family bonds and thereby to the higher development of character in children and parents alike.

Each year, as is well known, Better Homes

Week is observed in cities, towns, and rural communities all over the country. Local observances of the week are conducted more or less in accordance with suggestions contained in a guidebook prepared by National Headquarters of Better Homes in America for the use of the local volunteer committees in charge. This guidebook recommends that local committees arrange practical demonstrations of outdoor play in which the whole family may participate. It suggests also the importance of demonstrating the "story hour" and other forms of home recreation for small children. Its recommendations are summarized in this statement: "The Better Homes Campaign can demonstrate the play activities which will be interesting alike to parents and children; can show how to develop music and reading in the home;



PLAYGROUND ADJOINING NURSERY IN THE HOUSE DEMONSTRATED BY THE BETTER HOMES COMMITTEE, GREENVILLE, S. C.

. . . can show how to develop a workshop and home crafts for father and son, ways to construct the home playground, and the development of handicrafts and other forms of home art."

Local Better Homes committees have been quick to see the close relationship between home play and wholesome home life, and in the 1926 campaign a considerable number of local committees stated that actual demonstrations of home play had been made as important features of their local program.

Informal indoor play can hardly be photographed, but the accompanying illustrations show what provision has been made for recreation and play activities in houses demonstrated by local Better Homes committees. Although it is quite true that the spirit of the home is more important than the house or the equipment, it is equally true that without space and certain facilities play about the house will be "no fun," or will be impossible. If everyone is so afraid of the housekeeper that he dares not be himself—there will be little play. If the space is cramped and the furniture crowded or if the furnishings are "just so" and mustn't be

mussed-up, nobody will feel in a playing spirit. So every real home ought to have a place where the family can gather in comfort and with a sense of freedom for reading, for talk, for music, for games, and for entertaining guests. There ought to be books here, reading lights, a piano or a phonograph. Somewhere, there should be a play room or workshop for the father and sons, and in some convenient location a place where toys and play clothes can be kept.

Outdoor play can be photographed, but many of the games which are most fun when played in an old-fashioned backyard can only be experienced; no picture can do them justice. Unspoiled play in such backyards is best for developing character and imagination in children. Even street play, as we who grew up a generation ago in small towns knew it, was wholesome. But today home properties are growing smaller and backyards scarcer, and motor cars have taken possession of the streets. For great numbers of children's municipal playgrounds offer a necessary haven where they can have their games. But such places, no matter how well equipped, can never



BACKYARDS THROWN TOGETHER IN HILTON VILLAGE, HAMPTON, NEWPORT NEWS, VA.

satisfy all of the child's play needs, for there is something in children which craves privacy and intimacy upon occasion. The public playground, necessary and invaluable as it is, needs a supplement in the home playroom and yard, for it cannot be vested with romance. Even though house lots are smaller in most cities today than they were thirty years ago, and though there are fewer vacant lots, real homes, with gardens or backyards where children can play are still available except in one or two of our largest cities even to the majority of families with moderate or small incomes. In some places, detached single family houses with comfortable lots are within the reach of unskilled wage-earners. This fact has been demonstrated over and over by Better Homes campaigns.

Better Homes demonstrations should give special attention to home play and home music. With the assistance of specialists in recreation, family indoor and outdoor games, the child's play corner, the boy's workshop, the backyard playground and garden, storytelling, the family music hour and home singing can all be discussed and demonstrated.

Readers of this article can find out if there is a local Better Homes committee in their communities by writing to National Headquarters, Better Homes in America, 1653 Pennsylvania Avenue, Washington, D. C. If there is such a committee their services will be welcomed, and if not, they may wish to organize one. National Headquarters will be glad to furnish full information.

Applying the "Athletics for All" Slogan to Swimming

In an article entitled "Sports for Women," in the November, 1926, issue of the *American Physical Education Review*, Miss Helen L. Coops, of the University of Cincinnati, tells of a successful swimming meet which illustrates how the "athletics for all" program may carry over in all sports giving opportunity for every one to participate.

"There has never been much interest in swimming at the University of Cincinnati," she says, "perhaps because Cincinnati is an inland city, and only a few of the more enthusiastic were interested in the rather strenuous annual swimming meet. This year we have been working on a new

plan, that of swimming for all, and more on the play basis. We have had many meets; one meet for beginners only; one composed entirely of games, such as volley ball played with balloons, and a kind of German bat ball played in the water, and dodge ball. Then we had a challenge meet where each class planned four contests of stunts, challenging and other classes. There were stunts such as tandem swimming, dolphin diving, and competition in form and speed swimming. Another meet was a so-called obstacle meet, in which there was much competition between the classes in events such as swimming with a lighted candle, swimming and balancing an egg on a spoon. There were the cracker and whistle relay, an old clothes relay (dressing and undressing), and the final event was a grand scramble in diving for new pennies. The last meet of the year was a big water festival with competition for everybody. We worked out twenty-yard swimming heats on the army rating plan. There were relays of back stroke across the pool, with twenty on a team instead of two or four. At this meet, we invited several of the girls from a nearby school with whom we had formerly competed in intercollegiate athletics, and we asked them to come and play with us rather than compete with us. These girls did some exhibition diving, together with our girls, but in the competition events, they were divided up among our four classes. There was more interest and more wholehearted enthusiasm in this water festival than I have ever seen in a college swimming meet. Now that the season is over, we have had many requests for more meets, and we have had almost three times as many students interested in swimming this winter as last. The girls have enjoyed playing with the girls from another school so much more than competing with them. This program has put at least one sport in the position of popularity without intercollegiate competition."

At Branford's New Community Center

At the new Community Center conducted at Branford, Connecticut, of which Paul H. Rhode is Community Director, the usual weekly schedule of activities is as follows:

Monday

9:00-11:30 Kindergarten

2:00-4:00 High School Basketball Practice



JUNIOR CROSS COUNTRY RUN, WESTCHESTER, N. Y.

4:00- 6:00 Grammar School Basketball Leagues

7:00-11:00 Men's Gymnasium Class

Tuesday

9:00-11:30 Kindergarten

2:00- 4:00 High School Basketball Practice

5:00- 6:30 Industrial Girls' Basketball Teams

7:30-11:00 Community Basketball League Games

Wednesday

9:00-11:30 Kindergarten

2:00- 4:00 High School Basketball Practice

4:00- 6:00 School Teams composed of Freshman and Sophomore High School Boys

7:30-11:00 Community Basketball League Games

Thursday

9:00-11:30 Kindergarten

3:00- 5:30 Girls' Volley Ball Games

7:30-11:00 Women's Gymnasium Class

Friday

9:00-11:30 Kindergarten

4:00- 6:00 Grammar School Basketball Leagues

7:30-11:30 High School Basketball Games and Dance

Saturday

9:00-11:30 Open to all School Boys

1:30- 5:30 Open to all Working Boys

Sources of Income

Kindergarten—Practically Self-Supporting
Women's and Men's Gymnasium Classes—\$.25 per evening with approximately 80 members

Community Basketball Leagues—Admission \$.15 to adults and \$.10 to children

High School Games—\$.15 per evening
General—Old Fashion and Modern Dances, Card Parties, Rummage Sales and Rentals
Holiday and Special Day Celebrations—Tags, Refreshments and Contributions

A Cross Country Run in Westchester County.—The Westchester County Recreation Commission held its first Annual Cross Country Run on Thanksgiving Day.

The entrants were classified as junior—over 15 and under 20 years of age—two and one-half miles; seniors—over 20—six miles. The event was open only to amateurs who were residents of Westchester County thirty days previous to the date of run. A medical certificate was required of each contestant showing that he had been examined not earlier than three days before the date of the run and was physically fit.

Teams consisted of not less than five nor more than eight members and schools, churches, recreation centers, fraternal organizations, athletic clubs and similar groups were permitted to enter individuals or teams. Individuals were permitted to enter unattached.

In the team score, the first five were counted and points were allowed as follows: First place, one point; second place, two points; third place three points. The team scoring the lowest number of points won first place; the team scoring the next lowest number second place and the group with the third lowest number third place.

A silver cup was given the team winning first place in each event. Gold, silver and bronze medals were given the individuals winning first, second and third places.

A May Day Revel on Nottingham Green

"What kind of May Festival shall we have this year," was the question which faced the Eaton Girls' Club of the T. Eaton Company, Toronto, as the end of the club year approached. Weeks of delving into old books and new resulted in the decision to have a festival of their own. The club approached Mr. John A. Brockie of the T. Eaton Company, who had had experience in dramatic work and a beautiful pageant; *A May Day Revel in Nottingham Green* was the result.

The first step was the selection of the Queen. This was decided by a contest among the 14,000 employees of the plant, the girl receiving the most votes to be crowned Queen of the May at the pageant. A golden haired girl won the much sought honor. For the setting of the pageant, Lady Eaton's estate, "Ardwold," with its sweeping lawns and its trees and flowering shrubs, proved ideal.

Four episodes told the story of the Robin Hood period, opening with a scene outside a village inn. It was an early May morning, and as the onlookers watched a frolicsome crowd of woodsmen, shepherds and milkmaids in picturesque costumes hastened about their daily tasks until three merry revellers arrived, who forced the landlord, sleepy and lazy in the morning, to serve them refreshments. The merry-makers called on the villagers and milkmaids to stop their work until another day and join with them in the fun and jollity of the joyous May Day Festivals.

Everybody swept into a gay country dance, and when a farmer in high dudgeon tried to lead back two of his milkmaids to their daily tasks, the crowd only laughed the more merrily and crowned him Queen of the May amid roars of laughter. Then with song, laughter and dance they hurried away to the Village Fair.

Episode two was presented in a glade in Sherwood Forest. First on the scene was jolly old Friar Tuck, bringing another victim to Robin Hood and his merry outlaws—a knight, messenger from King Richard the Lion Hearted. To pass the time till the arrival of Robin Hood, Friar Tuck invited the knight to rest and astonished him with a vigorous, rollicking outlaw song. In swept Robin Hood and his men, insistently demanding that the knight share his purse with them. The knight protested that it was robbery, but Robin Hood claimed that it was only taking money from the rich to help the poor. The knight was frank and genial and Robin Hood invited him to watch their prowess with the bow and arrow, so delighting him that voluntarily he handed over his purse and promised that the King should hear of the real worth of Robin Hood's band.

After the knight's departure, Friar Tuck was reminding Robin Hood of the May Day festivities, when in ran Alan-a-Dale, bringing news of the archery contest to be held at the fair, the winner to choose the May Queen. And since the fair Maid Marion was to be present, Robin Hood called his merry men to follow him, and away they trooped to the fair to bring honor to Sherwood Forest.

A brief interval and the next episode opened—the village fair on Nottingham Green. It was a



SCENE FROM A MAY DAY REVEL ON NOTTINGHAM GREEN GIVEN BY THE GIRLS OF THE EATON CLUB OF THE T. EATON CO., TORONTO, CANADA

gay scene, full of life and color with dancing villagers who arrived at the fair, led by the Town Burgher as master of ceremonies. Other notables who followed swiftly were the Bishop of Hereford, Sheriff of Nottingham and his wife with their daughter, who firmly believed that she would be the May Queen. The Earl of Huntingdon came, and Maid Marion. There were the May Day Mummers to amuse the hilarious crowd with their Jack-in-the-Green, minstrels, chimney sweeps and St. George and the Dragon. Next, Robin Hood and his men arrived with the Morris Men, famous dancers, and with the picturesque May pole. The great archery contest was announced and with the eagerly watching crowd thronging around, Robin Hood's arrow cleaved the target. The Sheriff, with much pomp, handed him the golden arrow with orders to present it to the worthiest lady. The eager Burgher pointed out the Sheriff's daughter, but Robin Hood presented it to the bewitching Maid Marion, who was acclaimed Queen of the May and led to her Throne by Robin Hood. Then Hey! and Ho! for the merriest of merry dancing, with everyone dancing to his heart's content, while the disgruntled sheriff, his wife and weeping daughter slipped away unnoticed.

The final scene pictured the elaborate crowning of the May Queen. Into the great procession trooped all the villagers, Mummers and Dancers, led by the surly Burgher, the crown bearer and the white frocked Queen's ladies in waiting. With much pomp Robin Hood crowned Maid Marion, while the onlookers cheered and shouted their delight. With a brave song for England's King and Queen and a grand procession of the revellers, the pageant was brought to a brilliant and effective close.

* * *

Through the courtesy of Miss Anne Hodgkins of T. Eaton Company, Toronto, Canada, this delightful pageant *May Day Revel in Nottingham Green*, written by John A. Brockie, has been made available to anyone wishing it. Arrangements have been made whereby copies may be secured through the Drama Book Shop, 29 West 47th Street, New York, for 25c. Copies may also be obtained at the same price through Miss Hodgkins, Eaton Girls' Club, T. Eaton Company, Toronto, Canada. With the text of the pageant is included a sheet showing the costumes as they were designed and made at the Eaton plant by members of the club.

The Radio in May Festivals

The Board of Education of Omaha, Nebraska, has devised a means of using the radio to great advantage in May Day Fetes.

In planning for the event, the dances to be used were sent to each school. This was followed by an entry blank, asking the school to indicate whether or not it wished to take part in the fete and which of the seven parks listed was its choice as a site. A principal of one of the nearby schools was chosen for each park and the details of working out the organization for that park was placed in her hands.

Blanks were received from each school telling how many children would be in each dance and this information was turned over to the principals in charge of the parks. All policing by Boy Scouts was left to each park, except that two or three policemen from each station were retained for each park.

Then came the problem of the provision of the radios. Each local Radio Dealers' Association was asked to furnish the radios. Each dealer selected a park and set up and operated the machines for that park. All this was done without cost to the Board of Education. As most of the dealers wished to use power radio, it was necessary to have electric current. The Nebraska Power Company was asked to furnish the power. This they did, putting in wires and taking them down again. In some instances it was necessary for the wires to be installed as far as half a mile. Each dealer had a card on every one of his radios, but beyond this there was no advertising.

The street cars gave special service and when one of them ran off the track, delaying 300 girls, the Yellow Cab Company sent twenty taxis to get the girls in on time.

It was estimated that over 9,000 children took part in dances which were given before 42,500 spectators at seven parks.

66 2-3 Percent. Increase.—From Eldorado, Arkansas, a community of about 4,000 people, where a year-round recreation program is being conducted by the local Community Service group, comes word that this year \$10,000 has been received from the Community Chest for the recreation budget. This is an increase of \$4,000 over last year's contribution.

New Playground Awards Offered by Harmon Foundation

Growing communities of 2,500 population or over are invited to present their claims to a \$2,000 award by the Harmon Foundation of New York City for the purchase of a permanent playground. The Playground and Recreation Association of America will administer the awards.

Twenty-three playgrounds at a maximum cost of \$2,000 each will be given by the Harmon Foundation in 1927, bringing to a total of 100 the recreation fields which this organization has helped to secure since 1922. Already seventy-seven playgrounds have been established with the Foundation's aid in thirty states.

Selection of the successful communities will be made upon individual merit in the order their claims are presented. The offer is not competitive.

THE ELIGIBILITY OF THE COMMUNITY

To be considered for an award, a community must show a growth of 30% or more since 1900. Each town must have a permanent population of 2,500 or more at present. Rapidly growing suburbs where there are 2,500 or more within a radius of one mile of the proposed playground may apply. Evidence must be given of sufficient local enthusiasm in this offer to justify the contribution.

Two acres will be the minimum land area considered. Each site must be within play distance of the residence section by which it is to be used. The grounds should be substantially level, or provision made at the time of taking title for leveling, unless the tract is more than three acres.

APPROPRIATIONS

Two thousand dollars is the maximum gift for each play field on the part of the Harmon Foundation, but there is no reason why this should not form part of a larger purchase if the full sale of the excess cost is provided in advance and the other conditions of the offer are satisfactorily met. Not more than one contribution is made to any community. Towns or cities already provided with play fields secured through the assistance of the Harmon Foundation are not eligible for this offer.

APPLICATIONS

All requests for the award must be made on an official blank obtainable from the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Complete information concerning the award and the steps to be taken in applying for it may be secured by writing to this address.

Problems that Face the Executive

A round table discussion was held at the Recreation Congress in October for executives of cities over 500,000.

Among the subjects discussed informally were the following:

1—To what extent should municipal recreation departments make a charge for the use of tennis courts?

Those in favor of making a charge stated that such a plan would make it possible for busy adults and professionals to secure permits to play at hours when they were free; that charging for the use of a limited number of courts, especially hard service courts in western cities, would not interfere with the free use of other courts, and that public recreation service should supply a higher grade of features for those who are willing to pay for them, thus helping to make them self-sustaining. The success of batteries of privately maintained courts for which a charge is made was cited.

Those opposed to charges felt that tennis courts, like playgrounds, should be used without charge and that to make a charge would be to discriminate in favor of those able to pay. A charge for tennis courts, it was believed by a number of those present, is not comparable with charges for municipal camps, boating, golf and certain other features.

2—Which of the following types of camps should a public recreation department maintain and which type could be advantageously started first?—Family unit service; out-of-the-city hike objectives camp; within-the-city week-end camps; (Oakland and Los Angeles types); camps for under-privileged children (Seattle type); camp for undernourished children (Philadelphia type).

The majority of those present favored the family unit type; the minority, the week-end hiking

objectives type. It was the judgment of the group that municipal recreation departments should go slow on establishing camps for undernourished and underprivileged children, at least until camps for normal children have been established.

3—In cities where there are two municipal units such as a park department and a recreation department, how should the responsibility for maintaining major waterways head up?

There seemed to be general agreement that the park department should develop and maintain waterways and the recreation department should provide all aquatic activities, including boating and bathing.

4—Can municipal recreation departments wisely and safely develop and maintain downtown municipal recreation centers for special groups of men and women or family service? (The Los Angeles downtown municipal men's club was cited as an example.)

The advantages of such a club are that it provides recreation for those who need it most and for detached employed men and women and those temporarily unemployed who now have no recreation service except the cheap type of commercial and professional amusements. Furthermore, a club of this kind keeps the potentially criminal busy during their leisure time and helps raise the general morale of the city.

It was suggested by those not in favor of the plan that such a center would compete with downtown institutions such as the Y. M. C. A. and Y. W. C. A., and would be justifiably objected to by those maintaining high grade commercial recreations. Service of this kind, it was felt, might better be left to athletic clubs, hotels and existing institutions. A center set up for service to the family as a unit would not render the desired service as families increasingly live away from the center of cities and do not go downtown in the evening.

5—What should be the general policy in providing recreation opportunities such as camps, hikes and outings, free meals, free transportation and baths for people of the under-privileged and poorer neighborhoods?

It was the unanimous opinion that great care should be used not to pauperize people or create dissatisfaction with existing conditions which cannot for the present be ameliorated, by providing recreation service for such groups on conditions other than those offered to the public at large.

Rural Recreations*

Professor Harold D. Meyer, University of North Carolina, opened the discussion with the statement that one of our greatest problems in the recreation movement is that of the rural communities. It is unnecessary, he said, for us to build up a case; our problem is not in the cities but in small communities and the country at large. Life in the rural sections of our country is influenced largely by the result of the seasons planting. When the farmer has a successful season and the crops are large, prosperity reigns and life in general is happy. But when a poor season comes the farmer and the entire neighborhood are discouraged and life is correspondingly dull. It would seem that in a measure our problem is one of better school facilities—school buildings that are adapted to the use of rural community gatherings; play fields that can be used for community and rural field days; a building that can be utilized as a meeting place for rural leadership; leadership—trained leadership—that is bringing a program of recreation and relaxation to rural people.

What can we do to help? What agencies can be called on for this trained leadership and what can they do and give? The following groups can help and should give aid in this great problem.

Parent Teacher Associations. These groups are growing in all our cities. Through their programs they can help by stressing home play, by holding a discussion program at least once a year on play and recreation, by having articles in the State Parent Teacher publications and through monthly or seasonal bulletins with suggested programs of games, stories and stunts, for family and small group gatherings.

Farm Bureaus and Home Economic Work. These agencies can be of assistance by introducing a play leaders course at their regular seasonal institutes; by providing play and picnic kits and through their regular leaflets, giving suggestions for picnic programs, field days, play nights.

The Press. County, state and national agriculture papers should have a regular service department through which information can be issued on play and recreation, the latest books reviewed and special articles published on the value of organized recreation. Articles on play in every week's issue would reach down into the heart of the people—the home.

*Discussions at Recreation Congress, Atlantic City, October 18-22, 1921.

County and State Fairs. These represent another channel for reaching rural people. Model playgrounds that meet the needs of the rural school, demonstrations of games suitable for various large groups by skilled play leaders, a storytelling hour, community singing and harmonica contests, old fiddlers' contest, a horseshoe pitching tournament, field meets and similar sports would demonstrate the meaning of real recreation and divert attention from the cheap type of carnival which is so prevalent at State and County Fairs. These gatherings of rural people offer unusual opportunities for education through the demonstration of a real play and recreation program.

County Officials. The Superintendent of Welfare, the County Superintendent of Schools and similar officials may help tremendously by conducting play hours and demonstrations at teachers' meetings, grange meetings and conferences of county agents.

The Traveling Libraries. The library can be an important channel for spreading play. A play leader might travel with the van as it goes about the country, and conduct a game hour or a story hour for the children. The distribution of book lists will do much to combat the influence of the unwholesome literature which is so easily obtainable. A traveling art kit should be a part of this equipment with an exhibit of good pictures showing beauty in art and literature.

Greater Use of School Facilities. The rural school is the natural gathering place of rural communities—the social center of the county. There should be a well equipped play field—not merely a playground but a large athletic and play field where all kinds of sports can be promoted. A superintendent of recreation for a county, or, in some instances for several counties, should be employed, who will develop the local leadership which can carry on a program of activities about these centers.

One of the greatest problems, Professor Meyer pointed out, lies in getting material to the various agencies so that they in turn can distribute information and give practical help in training leaders. It is the responsibility of organized groups to see that the various agencies teaching the rural field shall receive the training in leadership and be provided with material to pass on. There are approximately 5,000 trained workers in these various agencies and they in turn reach 47,000 volunteer leaders.

Following Professor Meyer's presentation, Mrs.

Reeve, President of the National Congress of Parents and Teachers, said that through the library of the National Association, book lists are available. Parent Teacher Associations are working to secure traveling libraries and through their state chairmen are getting material to local groups.

Dr. John Brown of the National Council of the Young Men's Christian Association pointed out the necessity for consolidating the efforts of all agencies touching the recreation life of rural people. There must be a joint studying of the problem and pooling of resources so that the various agencies may be of mutual assistance in the problem of training of leadership. To accomplish this it is going to be necessary to have some one head up the work and deal directly with rural recreation problems. Much can be done by introducing courses in play leadership in agricultural colleges and state normal schools, but some one must push it. A way must be found to connect up the program with the county superintendents of schools and the county physical directors in rural schools. At teachers' institutes, teachers must be trained in play methods. Laymen, too, must be given training at county meetings, camps, grange meetings, farmers' week and home and farm administration meetings.

Finally, there must be a standardization of program adaptable to rural conditions which might include the following: The stimulation of improvement through achievement tests; physical efficiency tests; club projects; tournaments and contests at county school days and picnics in basketball, baseball, handball, tennis, horseshoes, bowling on the green and folk dance festivals.

There must be a concrete plan before we can hope to solve the problem. State normal schools are helping in some of our states. The physical education and health directors of some of our counties are aiding the rural schools, but they are handicapped by inadequate physical equipment and poor school and play facilities. Desks are nailed down, rooms are small and poorly heated. There must be an effort to remedy these conditions through the educating of local school trustees to provide better rural school buildings. If it is necessary to put the recreation program over under poor conditions, it is at least possible to put the desks on runners and clear the school room for action. The physical education program must be informal, based largely on organized games, rather than the set type of physical exercises. We must work for improved school buildings and

larger playgrounds looking to the future by educating people to these needs.

In summing up the session, Professor Myer pictured the present situation with its high infant mortality and death rate of mothers. In trying to solve the problem we must, he said, think of the children yet to be born and give them an opportunity for happiness in life.

SECTION II.

At the extra meeting on rural recreation, at which Robert G. Foster of the United States Department of Agriculture presided, there was a further discussion of the importance of getting together the information available which will be helpful in the promotion of rural recreation and sending it to the groups which can best use it. It was agreed that much can be done, through the channels provided by the government and through the P. R. A. A. and other groups, to distribute this material.

There was a discussion of the informal recreation activities which can be carried on in open country and small villages where there is no trained leadership and the work must be done by volunteers, who it was suggested can often do more than paid workers because they are a part of the community. Among these activities are collecting wild flowers for museums, making rustic furniture from underbrush, which comes from clearing land, community Christmas celebration, Arbor Day ceremonies, planting of trees, father and son banquets and simple dramatics in church.

Some of the problems met in rural districts were outlined as prejudice, and the bringing of city methods to the country child instead of making the child feel pride in the country. To offset this, we must emphasize the finding and using of natural facilities.

Another problem is correlation of home recreation, which must be for the entire family instead of age groups.

Leadership is an outstanding problem. There is, too, the school problem made difficult by the sending of young inexperienced teachers into the rural districts instead of more experienced teachers, and by the lack of permanency on the part of the teacher, due to a large degree, it was believed, to poor living conditions.

Another difficulty in many rural districts is the friction between existing organizations. In meeting this, Mrs. Lau of Swanton, Ohio, told of the organization of a community council in a town in

which she had lived, with representatives from each organization. This council arranged events so as to prevent overlapping and worked out a successful program.

The Community Ice and Amusement Park

The story of the development of a Community Recreation Park, as told by S. C. Stevens, of Smith Centre, Kansas, is the story of an interesting venture in a privately maintained recreation park.

In 1920, Mr. Stevens bought a fifty acre farm on the north fork of the Solomon River near Gaylord, just ten miles from Smith Centre, to be used as a Playground and Amusement Park. He sold shares for \$100 each to his friends, keeping one-fifth of the stock for himself. Those who subscribed for \$500 worth of stock were given a lease to a lot for fifty years in the small sub-division laid out for cottages. The holder of the lease was given the right to use or rent the cottage as he saw fit.

A large dam on the property was rebuilt on the land backing up the river for two miles, making a splendid pond for fishing. A large swimming pool was built just below the dam where the ten foot falls poured over to the pool below. A foot bridge was constructed directly below the pool which connected the ten acres of natural timber. Here were built fifty large camp tables with seats for campers and for the free use of all coming to the park.

Forty acres of the property were laid out in golf links and baseball diamonds; tennis courts were constructed, driveways laid out through the woods and \$1,000 worth of cement sidewalks and stairways were built. Beautiful evergreens were set out along the main driveway and the walks, and flower beds made.

Next, four wells and good pumps were installed to insure clean water at all times, sanitary toilets were built and a dressing building with a hundred feet of booths, six feet square were put up for the use of bathers. Twenty-five cents is charged an adult who brings his own suit; thirty-five cents when the suit is provided by the company; half rates for children under twelve. There are hundreds of square feet of sandy beaches for the use of the bathers; children may play in the water below the pool which is only ten inches deep and

where there is a bottom of clear sand and gravel.

A concession stand has been built where candy, ice cream, sandwiches, tobacco and similar articles are sold. No other stands or sales of any kind are permitted in the grounds. No one is allowed to hunt squirrels, rabbits and wild ducks in the park. Thousands of birds and wild fowl nest in the elm, cottonwood, willow, oak, boxelder, ash and walnut.

In connection with the park a large ice house has been erected holding a thousand tons of natural ice, cut in the winter and sold to nearby towns. There is also a small factory where cement blocks are made for sale. These two industries are owned entirely by the park and the entire income is used to pay the expenses. Stockholders receive a dividend of ten per cent. each year. No admittance fee to the park is charged, and there are no fees for golf, tennis, boating and fishing. Campers are admitted free for any length of time.

Twenty thousand people come to the park every year for vacation and many times during the year citizens of nearby states come to enjoy the facilities. With thousands of cars parked in the grounds for the last six years, not a single thing, Mr. Stevens states, has ever been stolen or injured. The entire investment is now \$20,000 and the company is planning to build a club house with ten rooms for rent in the second story.

A "Cooperative" Field House.—The new field house at McIlhenny Playground, Columbus, Georgia, has been largely furnished through donations and by cooperative effort. A local furniture company contributed a supply of used furniture which was repaired by the boys and girls. Where extensive repairs were necessary the children had the assistance of the instructor of manual training at the McIlhenny School. Individuals have contributed rugs and other articles, and mothers of the neighborhood have done much to put the house in condition for activities. The front room, to be known as the girls' clubroom, has been hung with curtains made from material given by the Columbus Mill. Electric lights were made possible through the services of the electrician of the Fire Department.

The club had its opening early in the month of January when a Silver Tea was given. The proceeds of this tea were used to secure further equipment and facilities for the center.

Back Yard Ice Rink

ALAN F. ARNOLD

Professor Landscape Engineering, New York State College of Forestry

Among the many sports in which there is a greatly increasing interest skating is conspicuous. This is not strange, for whether it takes the form of ordinary skating, hockey or figure skating, there is no better winter sport. Ice hockey is, in the opinion of many, a better game than basketball, having the advantages of being generally played out-of-doors and calling for individual technique of a high order. Figure skating is one of the best accomplishments in the way of sports that can be acquired; it can be learned by the young and kept up through most of one's life, and it has a very valuable esthetic element. The chief obstacle to skating is lack of ice. In the colder parts of the country this can be overcome, however, much more easily than would be supposed, and one may have skating facilities without depending on a club or public rink.

The illustration shows what may be done in the way of an inexpensive, private rink. What is needed is an approximately level space, some material for the sides of the rink, and a lot of care and patience in the making of ice. For a small rink in the yard, one would not often want to build the sides of earth and, in the rink shown, they are of two-inch plank. Second-hand lumber was used; it cost \$3.25, and the only other expenditure is the excess water bill. The ice will not harm the grass and the damage done by driving stakes to hold the planks is easily repaired. The rink here is far from large, being on an unusually small city lot (40 by 80 feet). It is 16' by 28'. This is about as small as anyone would want and yet is big enough for its purpose, which was to allow a small boy to learn to skate and his father to practice elementary figure skating. There is room enough to skate the eights (the fundamental figures in figure skating) with circles ten to twelve feet across—a minimum size.

Small children or busy adults may not be able to go to a skating place some distance off with sufficient regularity to make progress in skating; with a rink in one's yard, it is practicable to skate for a short time almost every day. The rink here is used evenings by running a light out through a window of the house. The securing of good ice



BACKYARD SKATING RINK

is not easy; rarely can it be done by simply letting the hose run till the rink is flooded. Also it will be necessary to renew the surface frequently. If one is sufficiently philanthropic, a rink like this can be a great boon to the neighborhood; if not, he may have his hands full keeping the neighborhood off. Whatever pains are taken, however, are well rewarded in the opportunity for the enjoyment of one of the most healthful and fascinating sports.

School Sites

At the last National Conference on City Planning held in Florida in April, 1926, there was reported a trend toward the acquisition of larger sites for schools. To discover the facts, the Conference, in the summer of 1926, sent to the cities of the United States which have a population of 15,000 and over, about 500, an inquiry as to the size of school sites acquired in the last ten years. Up to October 1st, 270 cities had replied, of which only 15 had a population of 150,000 or over. From the mass of information received, the following conclusions can fairly be made:

Five acres or more for elementary schools, and ten acres or more for high schools, whether junior or senior, have been acquired by several cities in each of the following states: California, Georgia, Indiana, Michigan, Minnesota, Ohio, North Carolina, Pennsylvania, Texas, and Wisconsin.

Sixty cities either definitely report a policy of securing for elementary schools five acres or more and for high schools ten acres or more, or the acreage secured indicates such a policy.

The smaller cities, as might be expected, make the best showing. They still have large unbuilt upon areas which can be secured at reasonable prices.

The *total acreage* for schools acquired since

1915 is striking in several cities of 100,000 population and under. Flint, Michigan, and Gary, Indiana, lead with 274 acres and 188 acres, respectively, but the 90 acres of San Bernardino, California, a city of 20,000 population, are even more impressive. Using the increase in population from 1910 to 1920 as a basis, it appears that at least twenty of the smaller cities in the country have acquired for every 1,000 increase in population from two and one-half to eight acres of land to take care of school needs. The figures for San Bernardino, California, and Wausau, Wisconsin, are exceptional with fifteen acres and seventeen acres per 1,000 increase in population, respectively.

As has been stated, only cities with a population of from 15,000 and upward are included in this inquiry. There are doubtless many cases like Palo Alto, California, with a population of six or seven thousand which has a high school site of 50 acres, and Redwood City, California, with less than 5,000 population, which has a high school site of 40 acres.

These facts are of great significance to city planners who are urging on the cities of the country a program which shall result in—

- a. Fairer distribution of open areas throughout the built up portions of the city
- b. Such a control over the subdivision of large unbuilt areas as will result in the setting aside of a portion for neighborhood open spaces
- c. The creation of a belt of open land on the fringes of cities. Some of this will be in private ownership, that is, large estates, golf and country clubs, farms, some in public reservations, as water supply areas, municipal forests, large parks.

Schools are or should be distributed on the basis of population and it is logical to have in the site area enough for playgrounds at the elementary school, and at the high school for playground and athletic fields. If these areas are large enough to provide in addition for neighborhood parks, one of the aims of the city planner, namely, better distribution of city open areas, is in the way of being reached. Moreover, if high school sites can be placed not in the center where land is expensive, but at the edges where it is relatively cheap, then the open belt ideal of the city planner will receive practical support. The information on which this Bulletin is based can hardly be said to point to a trend in this direction, but several cities report that their new high schools are being taken out of the center.

Nature's Invitation

DEPARTMENT CONDUCTED BY WILLIAM G. VINAL

A Children's Museum at Work

By

ANNA GALLUP

"Yes, it is just as I told you," said the grown up, who was paying a second visit with his adult friend from the West. "Here's where they learn what they study about in school."

The grownups were standing in a homelike mansion of the Seventies set back from the street among the trees on a grassy knoll. Children were surging in and out of its rooms. This old fashioned home in which eleven children grew up is today a second home to hundreds of thousands of children. It is also a new-fashioned museum—The Brooklyn Children's Museum. Here a bit of the real out-of-doors is brought within four walls in a way understandable to youngsters—in storytelling exhibits that constitute an open portal to a wonder world.

Entering a New World

The task of giving city children true concepts of the real world in the midst of an artificial environment is one of the difficult problems to solve. Another problem in cities is concerned with the leisure hours of children when they are free to choose what they will do. These hours are crucial when character forming experiences enter for good or for evil. Then it is the city child has need of the priceless gift of a love of nature and all that is beautiful—and an active, intellectual curiosity.

If modern pedagogy is correct in its claim that education is a voyage in which the child should be provided with the right environment and mental stimulus and then left as much as possible to make his own conclusions, the Brooklyn Children's Museum is keeping abreast of the times. For in this Museum the child discovers instead of being taught and every discovery meets his individual need.

Since every child walks about on the tiptoe of expectancy, always looking for something new, it

is only fair that the community should safeguard to him worthy objects of discovery and remove danger from the route of each new voyage.

The country child has abundant contact with nature but is generally hampered by lack of understanding of what he sees. The city child, on the other hand, sees very little until his mind is trained to intelligent observation. In the case of each one something is lacking. Here the Children's Museum steps in and clears up the difficulty. It interprets the face of nature to the country boy or girl and gives concrete knowledge of things to the city bred youth.

For many years the Brooklyn Children's Museum, opened in December, 1899, as a specialized branch of the Brooklyn Institute of Arts and Sciences in Brooklyn, New York, was the only museum of its kind. Today the Children's Museum idea has taken root and is bearing fruit in no less than fifteen different cities in our own and other countries. Ernest Thompson Seton has said it is the sort of thing every community should have—the sort of thing he craved in vain when he was young.

When school is out the children come to the Museum from far and near, drawn by an attraction greater than the music of the Pied Piper. It is their play hour and in the Museum they will find much to see and plenty of interesting things to do.

A Journey of Discovery

The big, double room at the right as the visitors enter is bright with sunlight and gleaming white paint. In the wall cases are the birds that frequent the parks and streets of Brooklyn, arranged in cases according to the season during which the birds may be seen. Permanent Residents, Winter Residents, Occasional Visitants, Summer Residents, and Spring and Autumn Migrants are classifications well understood by the little visitors to this room. Here, at the age of ten years, many a child has learned to know a hundred or more birds by name and by sight. Special exhibits in this room include the swan, the lyre-bird, the condor, the penguin and a number of other species to which attaches unusual interest.

There is an Insect Room where all the moths and butterflies, grasshoppers and beetles, abundant in the environs of New York City, where life histories of many species and brilliant representatives from foreign lands are carefully set up with simple, explanatory labels. The silk worm in all stages from the egg to the busy spinner and its white cocoons can here be studied. There is a hive of living bees. Enlarged models of the queen, drones, and workers illustrate the organization of the hive.

A Mineral Room in this Museum is always a source of intense activity. Here rocks are placed in groups according to their origin and minerals are classified and arranged from an economic standpoint. A table case of beautiful forms of quartz, precious stones, birthday stones, and semiprecious, ornamental varieties arrests and holds the willing attention of every little passer-by.

In the Animal Room little tots are delighted to find "Brer Rabbit," "Molly Cottontail," "Ol Carpenter Beaver," and "Mr. Jim Squirrel," but the older high school people note examples of protective coloration among mammals, types of animal homes such as that of the muskrat and the squirrel and a thousand details of animal environment and evolution interesting to think about.

In this Museum nature study in its broader sense is extended to include geography and history, but these subjects do not go over in the stereotyped vehicles of maps, charts, and diagrams.

"How beautiful!" exclaims the visitor to the Geography Room, at the first glimpse into the little, panoramic scenes electrically lighted and depicting primitive life in the five zone belts of the earth. Conditions polar, tropical, and temperate and the relations of human beings to their geographical surroundings are brought out in each little scene. Natives of the South Sea Island group spearing large fishes from the home-made out-rigger dugout and dragging their bark upon the white beach in front of their flimsy huts raised on piles, tell the story of life on a volcanic island in the South Seas. The impression of intense, tropical heat and glare is successfully conveyed in the Sahara Desert group. Here the Bedouins have pitched a tent near a water hole and are enjoying the fresh dates gathered from a nearby date palm. A Berber traveler has just arrived on his camel and is being refreshed with a gourd of water offered by a Bedouin maid.

A turn to the other side of the room carries one in imagination many thousands of miles away

to the northwest coast of Greenland. By the light of the Aurora Borealis the Eskimos are seen hunting the walrus. Another small model reveals the indoor life, showing their household furniture, cooking utensils, and lavish use of seal and other skins. So from scene to scene the children go, easily and happily obtaining information about habits and surroundings of far-away peoples—information which often becomes an effective "check" on classroom geography lessons the next day,—for a trip through the Geography Room, to all intents and purposes, is an experience from which each visitor emerges possessed of first-hand knowledge.

The purpose of the History Room is the instilling of civic and national spirit and loyalty to the principles of this nation that liberty means obedience to law. In this room many gain a better understanding of what it means to be an American—and a better knowledge of America's past. Miniature models, historically correct in artistic settings, immediately arouse a desire to know more about what is depicted. Labels continue the story which the children finally learn almost by heart. The collection covers the periods of Exploration and Discovery, of Colonial Settlement, and the Development of our National Life.

In the Settlement and Colonial Periods are shown the most important European nationalities represented among the early settlers. The Spanish, French, English, and Dutch peoples were the first to make permanent homes on our shores. Colonial articles, models of the Half Moon, the Monitor and Merrimac and other objects form connecting links and inspire a desire for further information which can be satisfied in the library.

The library of the Museum occupies two rooms and contains about 10,000 volumes. One authority has called it the best nature library for young people anywhere in our country. It is also rich in Americana and furnishes information on all subjects represented in the Museum collections and activities.

Leadership Vital

But a Children's Museum cannot accomplish its end with the perfection of its entertaining exhibits and the accumulation of carefully selected and graded books. Human agents are needed to add life and inspiration to every contact. For this reason, the Children's Museum, like a well ordered home, must have an atmosphere of hospitality and

(Continued on page 677)

March, the third month, hath 31 days

1927 The Wakening Moon* 1927

A gnat may kill a giant.

When the tree falls, everyone comes with his hatchet.

All bite the bitten dog (Portuguese).

—Proverbs.

- | | | |
|-------|--|---|
| 1 Tu | <i>Yellowstone National Park established 1872. First Society to promote Agriculture, Philadelphia, 1785.</i> | Construct kites, acorn tops, and weather vanes, called weather cocks. The weather vane is usually a representation of an animal. |
| 2 W | <i>Ash Wednesday. Dept. of Education established by Congress in 1867. Mass. Agric. Exp. Sta., 1888. Mt. Ranier Nat'l Park, 1899.</i> | Spray orchard with lime-sulphur for scale insect. The San Jose scale is the greatest insect enemy of fruit trees. (Farmers' Bulletin 908.) |
| 3 Th | <i>Alexander Graham Bell, born in Edinburgh, Scotland, 1847.</i> | Jupiter is morning star up to June 24.
Rules for avoiding "colds." |
| 4 F | <i>First Federal Law protecting Migratory birds, 1913.</i> | National Parks are schoolrooms of Americanization. |
| 5 Sa | <i>Arbor Day in Arkansas. A rapidly falling barometer indicates stormy weather.</i> | Begin Saturday hikes.
Watch for the first tree to flower—the silver maple. |
| 6 Su | <i>Have you attended a Sportsman's Show lately?</i> | Pests introduced from Europe have cost us many millions of dollars. |
| 7 M | <i>Luther Burbank born in Lancaster, Massachusetts, 1849. TRAINING OF THE HUMAN PLANT. Arbor Day in California.</i> | Select and establish tourists camps.
Prune shrubbery and clean around hedge.
Trees are necessary for all industries.
Start a bird calendar.
Organize a canoe club. |
| 8 Tu | <i>The Aurora Borealis, or Northern Lights, occurs most frequently in March and September in direction of north magnetic pole.</i> | Pollution is a menace to health and recreation. Newspapers feature city beautiful. Do not forget fruits for birds in planning your shrubbery.
Listen for clicking pine cones shooting seeds. |
| 9 W | <i>The Community Forest may be a refuge for creatures of the wild.</i> | Time for meadowlarks, phoebes, song sparrows, bluebirds, and robins. (Farmers' Bulletin 630.) |
| 10 Th | <i>Sun rises 6.23; sets 5.59.</i> | Mix your own lawn seed. |
| 11 F | <i>Arbor Day in New Mexico.</i> | Start publicity for "clean up campaign." |
| 12 Sa | <i>Who is the nature supervisor in the Public Schools?</i> | The first butterfly will probably be the mourning-cloak. |
| 13 Su | <i>Ernst Ingersoll. b. 1852. FRIENDS WORTH KNOWING.</i> | Start building open-air fire-places, benches and outdoor conveniences for family picnics. |
| 14 M | <i>Eli Whitney's Cotton Gin, 1794.</i> | Rotation of crops is a safeguard against disease and insects.
Are there any toads or snakes in Ireland? |
| 15 Tu | <i>Liberty Hyde Bailey, b. 1858. THE NATURE-STUDY IDEA.</i> | Look for red maples with only staminate blossoms. See the yellow blossoms of the spice bush in swamps. |
| 16 W | <i>Sun rises 6.12; sets 6.06.</i> | For the land's sake manure the garden. |
| 17 Th | <i>ST. PATRICK'S DAY.</i> | Put up bird houses over this week-end. |

- | | | |
|-------|--|--|
| 18 F | Full moon. Arbor Day in Oklahoma. | Feature story on spring floods and deforested hills. Publicity on "Etiquette of the woods." |
| 19 Sa | What is your state tree? Flower? Moon rises 7.21. | Chipmunks come above ground on first warm days. |
| 20 Su | Length of day, 12h. 8m. Moon rises 8.21. | Skunk cabbage in blossom. Male and female blossoms are separate. |
| 21 M | Spring begins today. | Do not break down the flowering dogwood. |
| 22 Tu | Would corn be a good national flower? | Bees collect gum from sticky spring buds of balsam poplar. Listen for spring hylas peeping in ponds. |
| 23 W | John Carver chosen by Pilgrims as first governor, 1621. | Hibernating animals are breaking up their winter sleep. |
| 24 Th | Dr. Charles W. Eliot said that | Clean up and paint up. (Farmers' Bulletin 474.) |
| 25 F | the Camp Movement is a | |
| 26 Sa | distinctly American contribution to the world's education. | Look for scilla, daffodils, and hyacinths in front lawns. |
| 27 Su | Enos Mills was the father of Nature Guiding. | Beware of bargain sales of "Nature's Plant Foods." |
| 28 M | It is estimated that 40,153 Girl Scouts were enrolled in 239 Girl Scout Camps in summer of 1925. | It is good business to test seeds. Publish plans for home gardens. Cooperative buying. |
| 29 Tu | Benjamin Franklin discovered that storms move along the | Germination experiments in store windows. |
| 30 W | earth's surface. | |
| 31 Th | Where is your Girl Scout camp? | Whitewash outbuildings. |

Nature's Invitation

(Continued from page 675)

welcome. A Museum Docent devotes full time to this important function of hospitality, meeting the children as they enter individually, or in groups with teachers, and helping them to the most interesting and enjoyable way of spending their time. Through successive interviews with the visitors, she learns their likes and preferences and guides the unfolding little minds into the occupations of their choice. Many activities result from this wise and continuous guiding. Does the young visitor wish to study minerals? then the Docent offers a tray of twenty specimens labeled correctly and guides him in the way of observing them and subjecting them to scientific tests. Perhaps he would play a mineral game, too, and find, by inspecting the exhibits, the answers to questions about minerals typed on cards. Ambition may lead him to take a course of study planned by the Docent—but arranged in such a way that the visitor can work it out independently with an occa-

sional "boost" over difficult places. Then when home collections begin to be formed, when questioners arrive their pockets heavy and bursting with specimens rescued from excavations dug for apartment house foundations, when mineral testing apparatus is requisitioned often, when the mineralogy and geology books come down from the reference shelves in the library,—the Docent knows her work has become effective and that his own initiative will lead the child on. A mine owner in Mexico today was once a Children's Museum boy. In high school and college he won honors in mineralogy and geology. These subjects he discovered in the Museum. A Senior at Princeton University who will be the first mining engineer to graduate from that institution next June attributes his choice of a life profession to his happy play with the rocks and minerals in the Museum. Botanists, zoologists, entomologists, research men in advanced science and inventors of international reputation were once little folks in this pioneer Museum where they gained the inspiration that determined their careers.

Daily talks or "lectures" are given in the lecture room. By experiment, colored lantern slides, and

motion pictures, children are aided in applying the facts learned in school to daily life. In 1927, 37,000 children voluntarily attended such lectures after school hours; 38,800 children came with their 965 teachers during school hours to attend lectures planned at the request of teachers. So valuable an aid to the public school curriculum has the Museum become, that the Board of Education detailed a teacher last year to help meet the constantly increasing demands of principals and teachers for lecture service. With this assistance the lecture attendance rose to 76,000.

Banding Together

Several juvenile organizations have sprung up in the Museum as a means of providing channels for the children to use in demonstrating what they learn. The oldest of these, the Children's Museum League, has a membership of 16,000, built up through the efforts of members working among their friends. A member wears a Museum button, is privileged to attend weekly meetings at which members discuss the subjects in which the Museum has interested them, and upon meeting the requirements, may take home for study specimens of birds, insects or minerals. The Tree Club numbers 20,000 members. The insignia of this Club is a Tree Warden badge and its followers concern themselves with tree study, tree preservation and tree planting. No less than 3,000 trees have been planted in Brooklyn by the efforts of these ever active Tree Wardens.

Boy Scouts and Girl Scouts in Brooklyn recognize the Museum as the Headquarters for their first class nature and merit badge work. A Scout Instructor devotes full time to the instruction and guidance of these young people in accordance with the requirements of the programs of the respective organizations.

Field Trips Popular

Several years ago, when the realization came that city children who studied objects in a Museum needed experience in the real country where they could apply what they had learned, a Field Trip Instructor was added to the Museum Staff for two months each summer. So enthusiastic has been the response of the children to the new opportunities opened up to them through the medium of these field trips, that a demand has been created to extend the work to full time.

A voluntary attendance of 254,000 children in

1926 may be taken as indication of the need of a Children's Museum in our City. Present facilities are entirely out-grown. Were some fairy prince to surprise us with a few millions Brooklyn would raise up a race of super-men in nature study. Results in Children's Museum work are limited only by the extent of the investment.

Because the rights of young children are the last to be recognized in community life, many children have had time to grow up while the Brooklyn Children's Museum has been coming into its own. A group of mothers and of women however are playing a notable role in speeding this happy condition. In 1920, The Woman's Auxiliary of the Children's Museum initiated a movement to give the Children's Museum larger quarters. Success has crowned their efforts to induce the City of New York to acquire a plot of land, 250'x250' across the street from the present building, as a public park. A mansion on this property is soon to be put in order at a cost to the City of \$50,000 for an Annex to the present Children's Museum. Through its investment of nearly \$400,000 to extend the facilities of the Children's Museum, the City accepts the Children's Museum idea as an important civic asset. The neighborhood is becoming popular among parents who wish to rear their children in the atmosphere of the Museum, and real estate values in adjacent spaces continue to soar.

At the Conventions

AMERICAN COUNTRY LIFE ASSOCIATION

At the recent meeting of the American Country Life Association at Washington there was constant emphasis on the need for relaxation, for reading, for reflective thinking, for considering the whole meaning of life on the part of men and women living in the rural districts as well as in modern cities. People living on a farm and expecting always to continue to live on the farm, talk in terms of culture, in terms of the enjoyment to be had in living in the open country.

A large number of young people from the farms were present at the conference. These young people want to have a full rich life. One man reported that his daughter of eighteen had said to him, "Daddy, why do you want to work all the time?" The daughter spoke of the play life which she herself had and of the long hours of work of her father, and was very much dissatisfied.

(Continued on page 687)

APPRECIATIONS

	Month	Year	Page
Martin Behrman	May	1926	112
Cleveland H. Dodge	August	1926	264
Charles W. Eliot	December	1926	517
George A. Parker	December	1926	517
In Honor of the "Mother of Play-grounds"	February	1927	611
New Orleans' Playgrounds Mayor, L. Di Benedetto	February	1927	619
Springfield Honors One of Its Citizens	August	1926	277
Eleanor Margaret Toll	May	1926	118

ATHLETICS

Amateur Baseball Player is Honored	February	1927	598
Athletic Club for Women, An	September	1926	331
Athletics for Girls	February	1927	597
Basis for Municipal Athletics, The Chicago Smith Park Devises New Scoring Table for Athletic Measurements	September	1926	311
Milwaukee's Municipal Amateur Athletic Association Reports Progress	January	1927	575
Play Problems of Girls, Agnes Wayman	February	1927	616
"Pros and Cons" of Gymnastics and Wrestling for Small Boys, The	January	1927	546
Women's Fourth Annual Gymnastic Demonstration in Detroit, Lottie A. McDermott	September	1926	330
World Wide Tournament, A	July	1926	227
	January	1927	543

BOOK REVIEWS

Adult Education for Foreign Born and Native Illiterates, Charles M. Herlihy	July	1926	248
All the Years' Round, Annie W. Humphrey	December	1926	528
America First, F. H. Martens and Will C. MacFarlane	September	1926	363
American Indians and Their Music, The Frances Densmore	February	1927	635
American Villagers, C. Luther Fry	September	1926	360
Appreciation of Music By Means of the Pianola and Duo-Art, The, Percy A. Scholes	May	1926	126
Art of Producing Pageants, The Ester Willard Bates	May	1926	126
Athletic Fields, N.F. Wilson, Jr.	September	1926	363
Athletic Stadia, Portland Cement Co.	September	1926	357
Book List Books, 1925, American Library Association	September	1926	358
Books for Young Readers, Elsa H. Naumburg	February	1927	633
Books on a Thousand Subjects, Popular Mechanics Press, Chicago	June	1926	181
Boy Scout Song Book, Boy Scouts of America	July	1926	245
Boys' Book of Canoeing, The, Elon Jessup	September	1926	358
Brief History of Physical Education, A Emmett A. Rice, A.M.	December	1926	527
Calisthenics, S. C. Staley	January	1927	577
Camp Fire Nature Guide, Dr. E. L. Palmer	September	1926	357
Camps and Camping	September	1926	358
Charter Oak, Edith Burrows and Edward Johnston	September	1926	364
Child, the Clinic and the Court, The, Wieboldt Foundation	August	1926	299
Church Pageantry, Madelaine S. Miller	November	1926	470

	Month	Year	Page
Classification of Social Activities by Function in the City of New York, Edith Shatto King	February	1927	632
Community Organization, Jesse Frederick Steiner	May	1926	122
Concerning Parents: A Symposium on Present Day Parenthood, New Republic, Inc.	July	1926	248
Crepe Paper Dolls—How to Make Them, Betsey Bobbett Series	June	1926	180
Daily Vacation Bible School Guide The, Homer L. Grice	July	1926	248
Dates Ahead, E. G. and M. S. Routzahn	November	1926	470
Drama in Education, Grace S. Overton	September	1926	358
Easter and the Forty Days in Scripture, Art and Song, Edith Lovell Thomas	June	1926	180
Easy Books for New Americans, Edna Phillips	July	1926	248
Educational Opportunities for Greater Boston, 1926-27	October	1926	420
Educational Recreation, Educational Recreation Institute	November	1926	468
Educational Story Plays and School Room Games, Emily W. Elmore and Marie L. Carns	September	1926	358
Exhibition Handbook, An Randall D. Warden	August	1926	300
Explorers, Marion Dudley and Edith Cousins	September	1926	363
Festival and Civic Plays, Mari R. Hofer	December	1926	528
Field and Camp Note Book	September	1926	358
Folk Costume Book, The, Frances H. Haire	June	1926	180
Football Conditioning, Holger Christian Langmack	December	1926	528
Friendly Frolics, Olsa Lent Dunbar	September	1926	357
Games and Dances, William A. Stecher	September	1926	362
Games for Every Day, Elliott and Forbush	November	1926	468
Games in Songs for Little Folks, Theresa R. Steiner	February	1927	636
Gang Age, The, Paul Hanly Furfey	July	1926	248
Get-Acquainted Party, A, Dorothy Ganor Blake	August	1926	298
Getting Together, Edna Geister and Mary Wood Hinman	June	1926	181
Girls' Clubs, A Manual for Leaders, Helen Ferris	August	1926	298
Girls' Every Day Book, The	October	1926	420
Girl Stunt Game Book, The	February	1927	635
"Good Morning," Mr. and Mrs. Henry Ford	September	1926	362
Graded Games for Rural Schools, Alfred E. Ross	August	1926	300
Group Leaders and Boy Character, A. J. Gregg	May	1926	126
Group Study for Parents, Eva B. Hansl	February	1927	634
Handbook of Extra-Curricular Activities in the High School, Harold D. Meyer	September	1926	356
Handbook of Information, A, Division of Physical and Health Education, Board of Education, Cleveland	July	1926	248
Handbook of Rural Social Resources, Henry Israel and Benson G. Landis	October	1926	420
Handbook of the Outdoors, A, Earle Amos Brooks	September	1926	357
Happy School Days, Mathilde Bilboro	December	1926	528

	Month	Year	Page		Month	Year	Page
Health and Physique of School Children, <i>James Frederick Rogers, M.D.</i>	May	1926	122	Official Base Ball Guide.	August	1926	298
Health-Character Fundamentals, Board of Education, Cleveland.	February	1927	632	Official Basketball Guide, 1926-27	January	1927	577
His Children, <i>Rufus Lears</i>	October	1926	420	Official Handbook of the Intercollegiate Assn. of Amateur Athletics of America, 1925-26.	September	1926	362
Historic Costume, <i>Katherine M. Lester</i>	September	1926	364	Official Intercollegiate Football Guide	November	1926	470
Holiday Book, The <i>Margaret Warde</i>	February	1926	636	Official Intercollegiate Soccer Guide 1925-1926	July	1926	245
Holiday Songs and Every Day Song and Games, <i>Emilie Poulsen</i>	September	1926	363	Official Intercollegiate Swimming Guide, 1927	February	1927	635
House in the Wood, The, <i>Alice W. Alden</i>	September	1926	362	Official Volley Ball Rules, 1926-27	November	1926	468
How Shall Country Youth Be Served? <i>H. Paul Douglass</i>	June	1926	182	One-Act Plays for Young Folks, <i>M. A. Jagendorf</i>	May	1926	126
How to Play the Harmonica at Sight, <i>Borrah Minevitch</i>	August	1926	299	Organized Summer Camp, The, <i>Marie M. Ready</i>	February	1927	632
How to Produce Amateur Plays, <i>Barrett H. Clark</i>	June	1926	180	Other People's Daughters, <i>Eleanor Rowland Wembridge</i>	July	1926	248
How to Study Your Association and the Community, <i>Frank Ritchie</i>	February	1927	632	Our Temples Hills, <i>Ralph A. Felton</i>	October	1926	420
Individual Gymnastics, <i>Lillian Curtis Drew</i>	July	1926	248	Parties That Are Different, <i>Ethel Owen</i>	September	1926	357
Intelligent Parenthood, Chicago Assn. for Child Study and Parent Education	November	1926	470	Physical Capacity Tests in the Administration of Physical Education, <i>Frederick Rand Rogers</i>	February	1927	632
International Plays for Young People, <i>Virginia Olcott</i>	June	1926	180	Physical Education for Primary Schools, <i>W. A. Ocker</i>	November	1926	469
Jimmy and the Junior Safety Council, <i>Stella Boothe</i>	November	1926	469	Play Activities for Elementary Schools, <i>Dorothy La Salle</i>	November	1926	468
Junior Laurel Songs, <i>M. Teresa Armitage</i>	July	1926	244	Playmates in America, <i>Ransford Beach</i>	July	1926	242
Junior Safety Council, The, "Kit", The, No. 3, <i>Lynn Rohrbough</i>	November	1926	468	Plays and Games Edition, <i>Better Rural School Bulletin, Volume 4, No. 3</i>	July	1926	245
"Laughs", <i>Ada M. Youmans</i>	September	1926	363	Plays for Children, <i>Cora Mel Patlen</i>	October	1926	420
Lawn Bowling Handbook, <i>Charles G. Blake</i>	June	1926	181	Playtime Guide Book, The, <i>Frederic K. Brown</i>	December	1926	527
Library Extension, Committee in Library Extension, American Library Association	February	1927	633	Popular Encyclopaedia of Health, <i>Dr. Lee K. Frankel</i>	September	1926	357
Literary Programs and Diversions, <i>Maude B. Little</i>	September	1926	357	Practical Parties, <i>Ella S. Bowles</i>	September	1926	357
Little Loose Leaf Library, <i>Frank H. Cheley</i>	September	1926	364	Pre-School Child Study Programs, <i>Harold D. Meyer</i>	February	1927	634
Lord's Will and Other Plays, The, <i>Paul Green</i>	September	1926	364	Primary Gymnastics, <i>Niels Bukh</i>	January	1927	577
Making the Little Theatre Pay, <i>Oliver Hinsdell</i>	June	1926	180	Principles and Technique in Religious Drama, <i>Elizabeth Edland</i>	September	1926	357
Marching Drills, <i>John N. Richards</i>	September	1926	362	Problem in Boat Making, <i>A. Raymond M. Bealer</i>	December	1926	528
Master-Musician Series, The, <i>Will Earhart, Edward Bailey Birge and W. S. B. Mathews</i>	July	1926	244	Program for Special Days in the West Virginia School Calendar and for Other Festive Days and Anniversaries, <i>J. D. Muldoon</i>	June	1926	182
Modern Aladdins and Their Magic, <i>Charles E. Rush and Amy Winslow</i>	September	1926	360	Program Service for Meetings, <i>Rural Organization Circular No. 13</i>	May	1926	124
Modern Theatres, <i>Irving Pichel</i>	June	1926	181	Progress in Kindergarten Education, <i>Nina C. Vandewalker</i>	May	1926	122
More About Summer Camps, <i>Henry Wellington Wack</i>	July	1926	242	Public and the Motion Picture Industry, The, <i>William M. Seabury</i>	February	1927	635
Music for Children, <i>Doris Simonson and Lilla Belle Pitts</i>	February	1927	634	Public Relations, <i>John C. Long</i>	September	1926	360
Music, Youth and Opportunity, <i>Janet D. Schenck</i>	October	1926	420	Recent New York Legislation for the Planning of Unbuilt Areas, <i>Edward M. Bassett</i>	September	1926	356
Musical Message for Mothers, <i>A. Margaret W. Ross</i>	February	1927	634	Recreational Leaders' Card-Kit, <i>Roy D. Young</i>	January	1927	577
Nature Games, <i>William G. Vinal</i>	September	1926	358	Religious Drama, Vol. II.	September	1926	358
Nature Trails—An Experiment in Out-Door Education, <i>Frank E. Lutz</i>	July	1926	242	Report of the Chicago Health Education Conference, <i>American Child Health Assn.</i>	September	1926	357
New Parent-Teacher Handbook, <i>Harold D. Meyer</i>	February	1927	634	Revues, <i>Kenyon Nicholson</i>	January	1927	577
New Schools for Older Students, <i>Nathaniel Peffer</i>	December	1926	528	Riddle of Society, The, <i>Charles Platt</i>	September	1926	360
Night Lighting for Outdoor Sports, <i>O. F. Haas and H. M. Sharp</i>	August	1926	299	Rural Organizations Handbook, <i>J. H. Kolb and A. F. Wileden</i>	September	1926	357
Official Athletic Rules and Handbook of the A.A.U. of the United States.	September	1926	363	Soenewright, The, <i>Andre Smith</i>	September	1926	356
				Schoolhouse Planning in North Carolina, <i>John J. Blair</i>	July	1926	242
				Sea Plays, <i>Colin Campbell Clements</i>	June	1926	181
				Selected List of Books for Parents and Teachers, <i>A. Child Study</i>			

	Month	Year	Page
Association of America, Inc., N. Y.	June	1926	181
Sixty Musical Games and Recreation, <i>Laura Rountree Smith</i>	July	1926	244
Social Organizations Working with Rural People, <i>Walter A. Terpenning</i>	May	1926	126
Songs of Happiness, <i>Carolyn S. Bailey and May B. Ehrmann</i>	September	1926	358
Source Book in Health and Physical Education, <i>Thomas D. Wood, A.M. and M.D. and Clifford L. Bonnell, B.S.</i>	December	1926	528
Sportsmanship, <i>A. E. Hamilton</i>	June	1926	180
Spring Cometh, <i>G. Alexander Barr and Richard Kountz</i>	September	1926	364
Stage Lighting, <i>A. L. Powell and Theodore Fuchs</i>	June	1926	182
Stories and Rhymes for a Child, <i>Carolyn S. Bailey</i>	September	1926	358
Stories of Our Great Inventions, <i>The, Grace Humphrey</i>	September	1926	363
Story of Jack and Jim or Two Little Lads in Gray, <i>The, Edward Johnston</i>	July	1926	248
Students' Use in Leisure Time of Athletics Learned in Physical Education in State Teachers Colleges, <i>Ethel Julia Saxman, Ph.D.</i>	February	1927	635
Stunt Songs for Social Sings, <i>Cannetta Eldridge and Ruth E. Richardson</i>	June	1926	182
Subject Matter in Health Education, <i>Ruth Strang</i>	February	1927	632
Successful Socials, <i>Mrs. Edward P. Gates</i>	September	1926	357
Surveying Your Community, <i>Edmund deS. Brunner</i>	May	1926	124
Swimming Manual, <i>National Council, Y.M.C.A.</i>	September	1926	357
Swimming Pageants, <i>Mary A. Brownell</i>	September	1926	362
Tajar Tales, <i>Jane Shaw Ward</i>	June	1926	181
Team Work in the Prevention of Crime, <i>Ralph P. Truitt, M.D.</i>	February	1927	633
Tennis Annual 1926	September	1926	358
Tennis for Women, <i>Lou Eastwood Anderson</i>	August	1926	300
Tests and Measurements in Physical Education, <i>J. F. Bovard and F. W. Cozens</i>	November	1926	468
Thirteenth Annual Report of the Chief of the Children's Bureau.	May	1926	124
Threat of Leisure, <i>The, George Barton Cutten</i>	September	1926	356
Three John Golden Plays, <i>John Golden</i>	June	1926	180
Three American Plays, <i>Lawrence Stallings and Maxwell Anderson</i>	November	1926	470
Twice 55, Community Songs for Men's Voices, Edited by <i>Peter W. Dykema</i>	October	1926	420
Under the Stars and Stripes, <i>Carrie B. Adams</i>	June	1926	180
Understanding Our Children, <i>Fredrick Pierce</i>	May	1926	122
Wedding Present, <i>The, William Carson</i>	June	1926	180
Welfare Problems in New York City, <i>Shelby M. Harrison and Allen Eaton</i>	November	1926	469
'Where to Turn'	February	1927	635
Why Play? <i>Edna L. Acheson</i>	February	1927	633
Yearbook, New York State Public School Athletic Association 1925-26.	August	1926	298
Year of Special Parties for Young People, <i>A. Harold C. Case</i>	November	1926	470

	Month	Year	Page
Yelenka the Wise and Other Folk Tales in Dramatic Form, <i>Anna Charlotte Darlington</i>	January	1927	577

CAMPING, HIKING AND OUTINGS

Camping Problems.	May	1926	109
Farm Women Enjoy Camp Life in South Carolina	October	1926	409
Hiking Club in Memphis, Tennessee, A.	May	1926	92
Hiking in Minneapolis	December	1926	513
Invitation to America from England	July	1926	228
Summer Ramblings, <i>Harry Allen</i>	August	1926	269
Syrias' First Boys' Camp	November	1926	462

CHURCH AND RECREATION

Church and Drama, <i>The, Edith Wynne Matthison</i>	September	1926	332
Church and Wholesome Play, <i>The, Rt. Rev. William T. Manning</i>	January	1927	537
Leisure and the Church, <i>Reverend J. J. Curran</i>	January	1927	544
Leisure and the Church, <i>Abba Hillel Silver, D.D.</i>	January	1927	539
Playground of the Church-by-the-Side-of-the Road, <i>The, A. W. McAlister</i>	July	1926	209
Practical Religion in Joliet, Illinois	August	1926	280
What One Church Did for its Community	August	1926	278

COMMUNITY BUILDINGS AND NEIGHBORHOOD RECREATION CENTERS

At the Bloomfield Community House	August	1926	275
Camden, N. J. Dedicates Its Civic Center	August	1926	281
Experiment in Summer Recreation Centers, An	November	1926	459
Neighborhood House at Dover, N. H., The.	February	1927	597
New Recreation Building, A.	August	1926	281
New Town Hall in Pembroke, A.	January	1927	565
Peep into West Newton's Community Center, A.	August	1926	275
Principles in Securing and Retaining Use of Schools for Recreation Purposes, <i>Stephen H. Mahoney</i>	September	1926	321
Sacramento's Club Houses	September	1926	346
Use of School Buildings by Outside Organizations, <i>The, C. E. Brewer</i>	February	1927	612

CONGRESS PROCEEDINGS

Church and Wholesome Play, <i>The, Rt. Rev. William T. Manning</i>	January	1927	537
Community Nature Program, A, <i>William G. Vinal</i>	January	1927	556
Frances Ross Memorial Fund, <i>The, E. Beatrice Stearns</i>	January	1927	552
Greetings from Honolulu, <i>Josephine Blackstock</i>	January	1927	555
If You Hurry You Lose the Race, <i>Otto T. Mallery</i>	June	1926	137
International Labor Office and Leisure Movement, <i>Leifur Magnusson</i>	March	1927	656
Leisure and Education, <i>George Barton Cutten, LL.D.</i>	February	1927	601
Leisure and Government, <i>Honorable John G. Winant</i>	January	1927	535

	Month	Year	Page
Leisure and the Church, <i>Reverend J. J. Curran</i>	January	1927	544
Leisure and the Church, <i>Abba Hillel Silver, D.D.</i>	January	1927	539
Leisure and the Home, <i>Mrs. A. H. Reeve</i>	December	1926	494
Leisure and the Home, <i>Theodore Roosevelt</i>	December	1926	487
Leisure and Labor, <i>James H. Maurer</i>	March	1927	649
Leisure and Labor, <i>John Nolan</i> ..	March	1927	659
Leisure and the School, <i>William M. Davidson, LL.D.</i>	February	1927	607
Lost Ages—Childhood and Girlhood, <i>The, Joseph Lee</i>	December	1926	481
Play Problems of Girls, <i>Agnes Wayman</i>	January	1927	546
Program Building, <i>C. H. English</i> ..	January	1927	553
Recreation in the Orient, <i>Vera Barger</i>	June	1926	141
Report of the Meeting of Recreation Executives Recreation Congress, 1926	December	1926	497
Report in Publicity-Session at Recreation Congress	January	1927	562
Thirteenth Recreation Congress, <i>The, J. W. Faust</i>	December	1926	479
Use of School Buildings by Outside Organizations, <i>The, C. E. Brewer</i> ..	February	1927	612

CONVENTION NOTES

American Country Life Association Meeting	September	1926	355
American Institute of Park Executives, Houston, Texas	February	1927	631
Conference of Playground Workers, Gardner, Mass.	August	1926	294
Conference in Municipal Recreation at Joliet, Illinois	July	1926	241
District Representatives' Conference at Whiting, Indiana	July	1926	241
Echoes from the American Physical Education Association Convention	July	1926	235
Eighteenth National Conference of City Planning at St. Petersburg, Florida	May	1926	127
Fifteenth Conference of National Federation of Settlements	August	1926	294
53rd Annual Convention of the National Conference of Social Work	August	1926	294
First Health Congress	July	1926	241
First Annual Session Educational Recreational Institute	August	1926	294
Handcraft Conference, Oak Park, Illinois	August	1926	295
International Conference on Housing and Town Planning	July	1926	241
National Association for the Study of the Platoon Work-Study—Play Plan at Washington	May	1926	127
New York State Conference of Charities and Corrections	July	1926	241
Report of the 17th Annual Convention of the Drama League of America	July	1926	237
Second Massachusetts State Conference of Directors in Physical Education	May	1926	127
Third Annual Meeting, Women's Division N.A.A.F.	July	1926	241
Third International Boys' Week Conference	November	1926	472
West Virginia Council of Religious Education	September	1926	355

	Month	Year	Page
DONATED PLAYGROUNDS AND MEMORIALS			
Frances Ross Memorial Fund, <i>The, E. Beatrice Stearns</i>	January	1927	579
Hamilton Wright Mabie Memorial Playground	January	1927	536
Lancaster Receives a 70 Acre Recreation Tract	July	1926	227
Notable Gift, A.	January	1927	579
Planning for Play 100 Years Ago ..	September	1926	313

DRAMA

Community Service Redesigns the Ages, <i>Allen B. Cooke</i>	October	1926	395
Country School District Has Open Air Theatre	January	1927	538
Drama in the Church	August	1926	289
Drama in the Playground	December	1926	493
Few of the Summer's Dramatic Events, A.	November	1926	457
Four National Contests in Playwriting	February	1927	628
Puppet Theaters for the Playgrounds	September	1926	333
Successful Venture in Neighborhood Drama, A.	September	1926	332

GAMES

Dodge Ball in Paterson, N. J.	July	1926	210
Lost: Our Old Games	October	1926	394
Municipal Golf	May	1926	110
Providing for the Italian Neighbors	November	1926	463

HANDCRAFT

Embryo Architecture	November	1926	459
Kite Sports in Memphis, Tennessee	August	1926	279
Making a Pushmobile	October	1926	410
Making Casts	October	1926	389
Nuisance Converted into a Blessing, <i>A. E. M. Dickinson</i>	July	1926	221
Plastic Surgery Contributes to a Merry Christmas	December	1926	524

HOBBIES AND HOBBY SHOWS

For the Boys of Sioux City	September	1926	317
Personality and Play, <i>J. C. Walsh</i> ..	October	1926	387
Springfield's Junior Exposition ..	June	1926	169

HOLIDAY AND SPECIAL DAY CELEBRATIONS

Armistice Day Celebration, An. ...	February	1927	621
Available Material for the Sesqui-Centennial Celebration 1776-1926	May	1926	104
Christmas in Wilmington, December—1925, <i>C. B. Root</i>	November	1926	439
Glorious Fourth, The	June	1926	173
How to Celebrate Washington's Birthday	January	1927	566
How Some Cities Have Celebrated Christmas	November	1926	441
Lincoln's Birthday Suggestions ..	February	1927	625
List of Christmas Plays, Pageants, Festivals and Operettas	November	1926	445
May Day Revel on Nottingham Green	March	1927	666
On Halloween	September	1926	340
Suggestions for the Dramatic Celebration of the Purchase of Manhattan 1626-1926, <i>Constance D'Arcy Mackay</i>	May	1926	98
Thanksgiving	October	1926	399

	Month	Year	Page		Month	Year	Page
HOME RECREATION				Resolution Passed by the International Olympic Committee..			
Family Play	February	1927	600	Slovak Mary Visits the Holy Places	November	1926	460
Leisure and the Home, <i>Mrs. A. H. Reeve</i>	December	1926	494	Sporteurs, <i>Gustavus T. Kirby</i>	June	1926	149
Leisure and the Home, <i>Theodore Roosevelt</i>	December	1926	487	Survey That Is Different, A,	June	1926	140
Play and Better Homes, <i>James Ford</i>	March	1927	662	Training for Leisure	January	1927	576
LEADERSHIP				Voice of the Children, The,	September	1926	318
As to Examinations	November	1926	448	What Is the Most Interesting Thing You Know About Play for Grownups? (Harmon Essay Contest)	August	1926	276
At the Illinois State Fair	November	1926	465	Why not Remove Stairs and Windows? <i>George W. Braden</i>	August	1926	288
Community Recreation Leadership in 748 Cities	April	1927	5		July	1926	225
Efficiency Rating for Promotion in Detroit	June	1926	167	MOTION PICTURES			
Examinations for Recreation Members	January	1927	563	Films for New-Comers	February	1927	628
Five Men in Bayview, Arthur Price	October	1926	397	New Process in Motion Picture Making, A,	September	1926	319
Institute for Rural Ministers	June	1926	165	Will Hays to Continue	September	1926	347
Institute at the National Recreation School	August	1926	292	MUSIC			
Making Student Leadership Count	January	1927	551	Adolescence of Music for the Adult, The, <i>Sigmund Spaeth</i>	June	1926	158
New Training School in Recreation, A,	July	1926	231	County Music Festival for Children, A, <i>Margaret Mochrie</i>	May	1926	96
Plea for Educational Leadership, A	May	1926	95	High School Band, The	December	1926	493
Playground Training Course in Oakland, A,	June	1926	178	List of Operettas for Children, A,	September	1926	337
Problems That Face the Executive	March	1927	668	Little Journeys in Organizing the International Song Contest in Boston, <i>Minnette Zuver</i>	June	1926	150
Summer Courses at New York University of Interest to Recreation Members	May	1926	109	Lynchburg's Harmonica Band	June	1926	152
Summer Courses of Interest to Recreation Workers	June	1926	176	Milwaukee's Junior Band Contest	February	1927	599
Training Recreation Workers Within a System	May	1926	113	Music in Camps	August	1926	285
What a Board Member Can Do, <i>Mrs. W. H. Marston</i>	October	1926	388	Music on the Playground	November	1926	456
Wilkes-Barre's Training Course	November	1926	451	Musical Possibilities of the United School and Playground, C. H. English	June	1926	155
MISCELLANEOUS				Negro Spiritual Contest in Columbus, A,	May	1926	90
Discussion Meetings in Reading, Pa.	February	1927	600	Negro Spirituals Again in Columbus	February	1927	605
Education for Adults, <i>Frederic P. Keppel</i>	July	1926	228	Reaction of the Municipal Orchestra in School Music, The, <i>Theodore Winkler</i>	June	1926	160
Fourth of July Takes Its Toll	July	1926	229	Shall Music in the Motion Pictures Help or Retard Public School Music, <i>Carl E. Milliken</i>	June	1926	163
Greetings from Honolulu, <i>Josephine Blackstock</i>	January	1927	555	Significance for School Music of the Increasing Emphasis in Music in Recreational Programs, <i>Peter Dykema</i>	June	1926	153
Harmon Award	March	1927	668	Some Problems of American Music	June	1926	165
Harmon Foundation Makes Its Report, The	October	1926	389	Tenting Tonight	September	1926	346
How Can a Community Measure Its Recreation Progress?	May	1926	112	Toy Operas	November	1926	457
How Large is the Ideal City, <i>Dr. S. Parkes Cadman</i>	August	1926	274	Twenty Points for Song Leaders, <i>Kenneth S. Clark</i>	November	1926	456
Hundred Per Cent Vacation, A, <i>J. C. Walsh</i>	September	1926	312	Westchester County Plans, Its Second Music Festival	May	1926	116
Leisure and Education, <i>George Barton Cutten, LL.D.</i>	February	1927	601	NATURE ACTIVITIES			
Leisure and the School, <i>William M. Davidson, LL.D.</i>	February	1927	607	Bird Gardens, <i>Alan F. Arnold</i>	February	1927	622
Mule Digs Up Valuable History, <i>J. R. Batchelor</i>	October	1926	397	Children's Museum at Work, <i>Anna F. Gallup</i>	March	1927	674
New York Passes Important New Planning Legislation	September	1926	348	Community Nature Program, A, <i>William G. Vinal</i>	January	1927	556
Notes from the Recreation Field	April	1926	58	Craft Work from Nature, <i>William G. Vinal</i>	September	1926	350
Official Marble Tournament Rules for 1926	October	1926	414	Creating Beauty	November	1926	461
Recreation and Social Hygiene	February	1927	629	Feeding the Winter Birds, <i>G. S. Foster</i>	February	1927	620
Recreation Interview in Social Case Treatment, The, <i>Claudia Wannamaker</i>	September	1926	327	Glorious Days	September	1926	352
Report Blanks	August	1926	274	Humane Education Programs on Playgrounds	November	1926	459
				Lone Naturalist, The, <i>William G. Vinal</i>	November	1926	453

	Month	Year	Page		Month	Year	Page
Nature Almanac, A. William G. Vinal	January	1927	561	Playground Beautification Contest Closes	February	1927	594
	February	1927	623	Playgrounds Gaining in Beauty	May	1926	103
	March	1927	676				
Natural History in the Tenement Districts, Grace Keir	October	1926	408	PLAY IN INSTITUTIONS			
Nature and Citizenship, Arthur Newton Pack	June	1926	171	Blind Children at Play	August	1926	282
Nature Note, Harry Allen	September	1926	351	Play Activities for children in Orthopedic Hospitals, Caro Lane	November	1926	461
Nature Notes, William G. Vinal	July	1926	233				
Nature Study in New York City, William G. Vinal	December	1926	519				
Some Nature Activities in Buffalo, Village Nature Trail, A. William G. Vinal	September	1926	315				
	October	1926	406	PLAY PROGRAMS			
NEED AND SIGNIFICANCE OF PLAY				Athletics for All Ages in Cincinnati Activities Program 1926—Playground and Recreation Association of Wyoming Valley, Pa.	August	1926	276
Aims of Education Recreation	November	1926	463	Art and the Recreation Department	August	1926	284
Changing Attitude Toward Play, Harvey C. Lehman and Paul A. Witty	November	1926	436	Club Programs	August	1926	286
From a Man Who Listened in on a Recreation Address	February	1927	611	Helps in the Conduct of Street Play, W. Harry Snyder	October	1926	392
Girl Who Could Dance, The, Viola Armstrong	June	1926	166	Detroit's Playground Circus	July	1926	219
Leisure and Government, John G. Winant	January	1927	535	Play Streets, Madeline Stevens	October	1926	411
Neglected Ages, The, James E. Rogers	June	1926	168	Program Building, C. H. English	July	1926	219
New Bonds of Peace, P. J. Noel Baker	November	1926	461	Reviving Old Time Dances	January	1927	553
On the Control of Crime	May	1926	89	Roller Skating Meet, A	June	1926	152
Outstanding Progress in the National Recreation Movement	June	1926	167	Skipping Rope, Dr. E. H. Arnold	February	1927	598
Playing the Game	August	1926	283	Story Telling by Means of Puppets, Florence Davis	August	1926	283
Possibilities of Leisure Time, Warren Pearson	October	1926	412	What Constitutes a Successful Playground? James E. Rogers	September	1926	336
Where are We Going, Henry S. Curtis, Ph.D.	December	1926	511	What Do Children Want?	November	1926	460
					July	1926	215
PARK DEVELOPMENTS				PUBLICITY FOR RECREATION			
Active Woman's Club	November	1926	464	Report on Publicity Session at Recreation Congress	January	1927	562
"An Inspiration and a Warning"	July	1926	214	W.E.A.F. Broadcasts Recreation Talks	January	1927	576
Mason City's Legion Community Park	February	1927	629				
Methods of Financing Park Projects, Charles E. Doell	November	1926	433	READING			
New Park for Clarksburg, A.	January	1927	574	Again—Books!	August	1926	272
New York State Parks	May	1926	114	An Appreciation, James E. Rogers (Joseph Lee's <i>Play in Education</i> Rediscovered)	August	1926	291
Notable Park Report, A.	December	1926	516	Branch Libraries in Field Houses	September	1926	323
Our Greatest Playground, Henry R. Francis (National and State Parks and forests as playgrounds, Palisades Interstate Park, The	May	1926	115	Recreational Reading	August	1926	273
State Recreation Facilities (State Parks)	August	1926	288				
	August	1926	282	RECREATION AND SAFETY			
PHYSICAL EDUCATION				Chicago Produces Spectacular Safety Pageant	December	1926	513
Activities of Student Leaders in Physical Education, The, Luther Van Buskirk	December	1926	514	Safety Education Urged	July	1926	230
Character Education through Physical Education	August	1926	293	Safety on the Playground	September	1926	349
Physical Education and Character, George E. Johnson	August	1926	258	Why Not Remove Stairs and Windows? George W. Braden	July	1926	225
PLAYGROUND BEAUTIFICATION				RECREATION DEVELOPMENT			
Construction and Beautification of Playgrounds and Recreation Fields, Karl B. Lohmann	July	1926	205	Children's Village, The, Helen Sedgewick Jones	May	1926	93
Park and Playground Design and Ornament	October	1926	390	City-Wide Play in Baltimore	August	1926	277
				Community Service Acts as Hostess in Long Beach, Calif.	July	1926	208
				'De-Fencing' Charles City, James Hinds, Jr.	September	1926	316
				Echoes from Salem	September	1926	349
				Growth of Alameda, California	May	1926	114
				Investing in Futures, Helen G. Harmon	July	1926	201
				Jacksonville's Recreation Program	August	1926	278
				Lynchburg Makes Recreation Strides	May	1926	87

	Month	Year	Page
News from West Chicago Park Commissioners.....	February	1927	606
1925 in Salt Lake City.....	July	1926	232
Rapid Development (Saratosa, Fla.).....	May	1926	111
Recreation Goals for Philadelphia.....	September	1926	319
Recreation in Minneapolis.....	November	1926	430
Scranton Celebrates.....	July	1926	220
Small City Makes a Record, A....	February	1927	617
Stockton Makes a Report.....	August	1926	278
Story of a Back Lot Club, <i>James E. Rogers</i>	September	1926	314
Twelve Months in San Diego.....	February	1927	618
Westchester County's Play Day.....	November	1926	458
What Recreation Has Done for Durham, <i>Mrs. Fielding Lewis Walker, Jr.</i>	May	1926	88
What Recreation Has Done for Jacksonville, <i>Milton E. Bacon</i>	May	1926	85
Year Book for 1925.....	April	1926	5
Community—Recreation Leadership in 748 Cities.....			5
Summary of Recreation Facts.....			20
Officers of Recreation Commissions, Boards, Associations and Committees.....			24
Table of Playground and Community Recreation Statistics for 1925.....			34
Zontians of Glens Falls, N. Y. Start Something.....	January	1927	599

RECREATION FACILITIES AND LAYOUT

Creating New Facilities in Columbus, Ga.....	October	1926	386
Dedicating a Grandstand in East Orange.....	July	1926	200
Play Space for Elementary School Children, <i>George E. Johnson</i>	October	1926	374
Woonsocket's Garden Theatre.....	July	1926	200

RECREATION FOR INDIVIDUALS AND COMMUNITY GROUPS

Chicago Board of Education Playgrounds and the Colored Child, <i>The, Maxwell H. Bond</i>	July	1926	211
How Are You Expressing Yourself, <i>Richard Washburn Child</i>	September	1926	309
Life's Worth Living, <i>Glenn Frank</i>	August	1926	273
Program for Industrial Groups, A.....	June	1926	162
Recreation on the World's Greatest Ship, <i>Claude C. Cornwall</i>	October	1926	383
Year-Round Vacation, A, <i>James E. Rogers</i>	December	1926	518

RECREATION IN FOREIGN COUNTRIES

Bombay's First Playground, <i>F. Weber</i>	June	1926	148
Children at Play in Old Jerusalem.....	September	1926	320

	Month	Year	Page
If You Hurry You Lose the Race, <i>Otto T. Mallery</i>	June	1926	137
Playing around the World, <i>Margaret Mochrie</i>	June	1926	146
Playground in Valparaiso, A, <i>Rosemary Reinhold</i>	June	1926	148
Recreation Developments in Scotland.....	September	1926	315
Recreation in Latin America, <i>Arabella Page Rodman</i>	August	1926	265
Recreation in the Orient, <i>Vera Barger</i>	June	1926	141
	July	1926	212
Wanted—Playground Equipment.....	December	1926	516

RURAL AND SMALL COMMUNITY RECREATION

Helping Rural Districts.....	June	1926	140
How One Recreation Department Cooperated with a Country Farm Bureau.....	July	1926	226
Recreation of Rural Youth, The.....	July	1926	225
Rural Recreation.....	March	1927	669
What One Rural Community Has Done.....	November	1926	430

STADIUMS

Stadiums.....	July	1926	191
Stadiums and Playground Buildings.....	May	1926	110
Lynchburg's New Stadium.....	December	1926	512

SWIMMING POOLS BATHING BEACHES AND BATH HOUSES

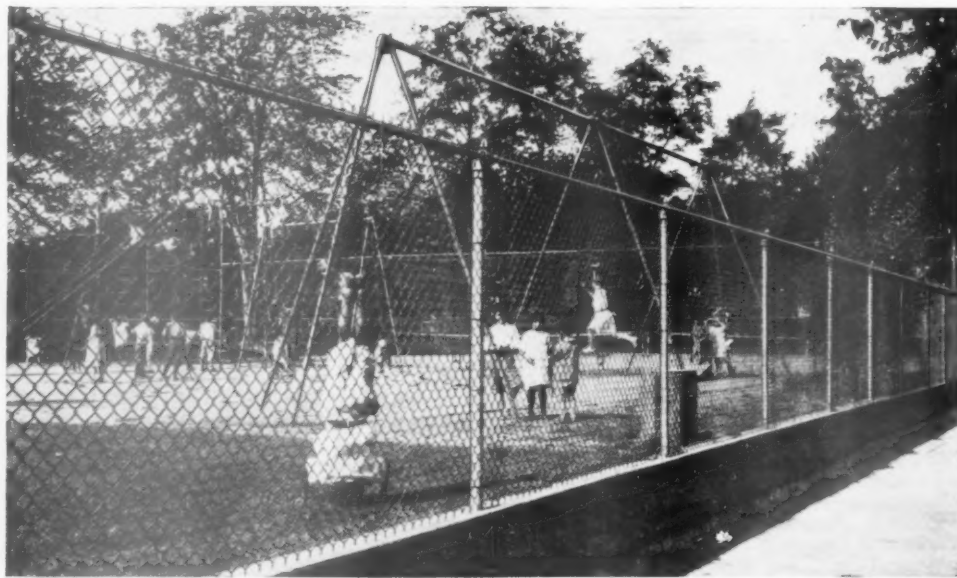
Bath Houses as Recreation Centers.....	August	1926	287
Model Natatorium, A.....	November	1926	348
Municipal Swimming Pool without Taxation, <i>John D. Adams</i>	June	1926	170
Pontiac's Municipal Bathing Beach.....	October	1926	382

WATER SPORTS

Enriching the Program for Beaches and Pools of America.....	July	1926	233
Wading Pool Carnival, A.....	October	1926	386

WINTER SPORTS

Backyard Ice Rink, <i>Alan F. Arnold</i>	March	1927	672
Community Ice and Amusement Park.....	March	1927	671
First Annual Winter Carnival at Bridgewater's Normal School, <i>Elizabeth Savage</i>	November	1926	431
St. Paul's Winter Program, <i>Edith B. Kirkwood</i>	November	1926	428



Madison Playground, Madison, New Jersey—surrounded by Anchor Chain Link Fence

Making the Playground “A Thing You Can Belong To”

JOSEPH LEE, President of The Playground and Recreation Association of America, and child-welfare expert, says: “I believe in fencing around a city playground. It helps to keep order and it makes the children feel that the playground is a real institution, a thing you can belong to. Without a fence they will run to watch every fire engine that goes by. With a fence, though with so many openings as to form no impediment to doing the same thing, they follow the example of Admiral Hawkins—stay and play out the game.”

If you are on a playground committee, or connected in any way with community recreation, the fence question is one worthy of your thought. It is a question that deserves to be kept constantly before playground committees. For, not only does a

fence preserve discipline and impart intimacy to a playground, but it also guards children from traffic dangers. A child cannot chase a playmate or an elusive ball out of the playground and into the traffic when the playground is surrounded by a high chain link fence of the right type.



The problem of fencing the playground is one whose solution demands considerable experience. For to be effective a playground fence must be of the right type, properly located and expertly erected. And to give lasting service it must be of strong, enduring construction.

If you are considering the erection of a playground fence, you are invited to take advantage of the Advisory Service of the

Anchor Post Fence Company, and its experience of over 30 years in manufacturing and erecting fences, for playgrounds and other properties, in every section of the country. This free service is nation-wide in scope and is gladly rendered. Use the coupon on the opposite page.

ANCHOR POST FENCE CO.

Formerly Anchor Post Iron Works

9 East 38th Street
New York, N. Y.

Albany, Boston, Chicago, Cincinnati,
Cleveland, Detroit, Hartford, Los Angeles,
Mineola, L. I., Philadelphia, Pittsburgh,
St. Louis, San Francisco.

Sales Agents in other Cities

ANCHOR
Fences



A free booklet on the why and how of playgrounds

CONTAINS a wealth of information vital to everyone concerned with playgrounds.

It will help you in spreading the playground idea in your community; in organizing, planning, constructing and operating playgrounds; and it will introduce you to many other sources of information.

This booklet was written in close cooperation with The Playground and Recreation Association of America. "You are to be congratulated," writes that organization, "on the excellent appearance of the booklet, as well as the selection and arrangement of its contents, and we are glad to have been able to assist you in the preparation."

ANCHOR POST FENCE COMPANY

Just Fill Out—Clip—and Mail

ANCHOR POST FENCE COMPANY, 9 East 38th Street, New York, N. Y.

- ☐ Please send me copies of your free 20-page booklet, "Playgrounds—Their Planning, Construction and Operation."
- ☐ Please send me complete information regarding Anchor Playground Fences.
- ☐ I should like to take advantage of your Fencing Advisory Service. Please have your nearest representative get in touch with me.

Name

Address

Organization

Please mention THE PLAYGROUND when writing to advertisers

Among the subjects discussed in this booklet are:

The case for playgrounds—how they reduce child delinquency; develop better minds and bodies; reduce street accidents; and pay for themselves by the increased values of surrounding property.

How to get playgrounds—forming a playground organization; promoting a campaign; organizing demonstrations; etc.

Planning, constructing and equipping playgrounds—choosing sites; laying out the grounds; selecting apparatus.

How to conduct a playground—The need for leaders; selecting leaders; care of the grounds; handling the children; program of activities, games, entertainments, etc.

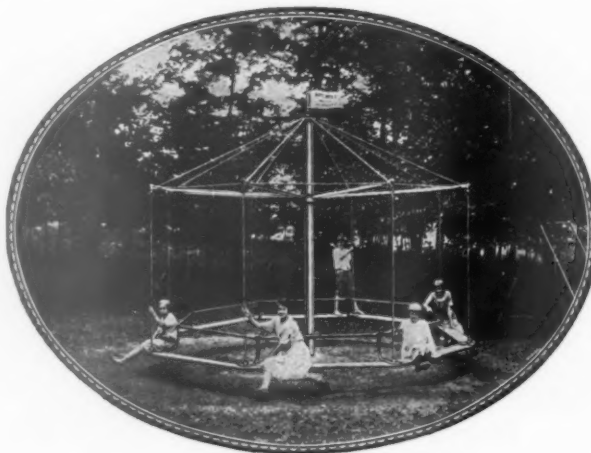
Appendix—a playground bibliography; a list of helpful organizations; a list of manufacturers of playground equipment.

MITCHELL

"BETTERBILT" PLAYGROUND APPARATUS

THE BETTERBILT LINE OF

Merry Whirls
Swing a Rounds
Swing Bobs
Pedo Swings
Settee Swings
Teeter-Totters
Slides
Water Slides
Frame Swings
Kiddie Whirls
Porch Swings
Lawn Swings
Horizontal
Ladders
Etc., Etc.



The MERRY WHIRL

accommodates
1 or 50
Children at a
time and gives
them the best of
exercise all the
year around.

Safe, strong and
neat in appearance.

Send for Catalogue
No. 11

MITCHELL MANUFACTURING COMPANY

1805 FOREST HOME AVENUE

MILWAUKEE, WISCONSIN

At the Conventions

(Continued from page 678)

fied that he should not be getting more out of his life, as she expressed it.

In the past many farm workers have been satisfied to work continuously. It was agreed that young men and young women on the farms today are not satisfied with continuous labor. If farm life is to be what it ought to be, the adults as well as the young people on the farm must live a life which appeals to their children and which looks to these children really worth while. Young people are not going to go on working early and late merely because it is traditional. They want to know what is really worth while in life, and they want to have real life satisfactions.

Beginning April 13, 1927, the American Physical Education Association will hold in Des Moines its thirty-fourth Annual Convention. In this four day conference the Association will meet jointly with the Midwest Society of Physical Education and the Central Division of the Iowa State Teachers' Association. The theme of the conven-

tion will be *Teaching Methods*, and vitally interesting and significant phases of physical education will be presented. T. N. Metcalf, Iowa State College, Ames, Iowa, is chairman of the Program Committee; Miss Margaret A. McKee, Board of Education, Des Moines, chairman of the local arrangements.

From January 27th-29th the National Committee for Better Films affiliated with the National Board of Review of Motion Pictures held in New York City its third annual Motion Picture Conference. Among the topics discussed were the *Economic and Social Influence of the Motion Picture*; the *Motion Picture As an Entertainment Medium*; the *Motion Picture in Cultural, Educational and Religious Fields*; the *Motion Picture for Specialized Uses*. Among the speakers were Ex-Governor C. E. Milliken of Maine, Mrs. Anna Steese Richardson of the *Woman's Home Companion*; Professor John Erskine, Reverend William Norman Guthrie and others.

The World Federation of Education Associations announces its Second Biennial Conference to be held at Toronto, Canada, August 7-12. Large delegations are expected from a number of foreign countries and smaller delegations from practi-



Where Large Numbers of Children Gather

in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust.

SOLVAY CALCIUM CHLORIDE

is being used as a surface dressing for Children's playgrounds with marked satisfaction.

It will not stain the children's clothes or playthings. Its germicidal property is a feature which has the strong endorsement of physicians and playground directors. Solvay Calcium Chloride is not only an excellent dust layer but at the same time kills weeds, and gives a compact play surface. *Write for New Booklet 1159 Today!*

SOLVAY SALES CORPORATION

Alkalies and Chemical Products Manufactured by the Solvay Process Company
40 RECTOR STREET NEW YORK

THE NATURE ALMANAC

Many enthusiastic letters have reached us about the Nature Almanac prepared by Professor Vinal, which was mentioned in the February Playground. If you have not already sent your order, let us have it now before the year is any older! The cost of the almanac is 40 cents.

cally all the countries of the world. The British Isles alone will send a delegation of 400 teachers. Final arrangements have been made for a number of the most distinguished educators in Europe, Asia and America to appear on the program.

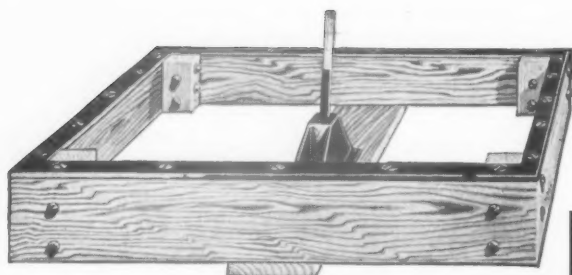
On March 1st-3rd, the National Association for the Study of the Platoon or Work-Study-Play School Organization is holding its Second National Conference at Dallas, Texas, where there are thirty Platoon Schools. Among the subjects for discussion are the *Construction of School Buildings to Meet the Needs of the System*, *Auditorium Activities in Dallas Platoon Schools*, with a demonstration of auditorium work, *Our School Building Problem and the Platoon Plan*, and *Why I Believe in the Platoon School*. Demonstrations and committee meetings add greatly to the interest of the conference.

An ever-increasing recognition of the importance of a wise use of leisure is evidenced by resolutions passed at various national conventions. The following selections indicate the trend:

RESOLUTION PASSED AT THE AMERICAN FEDERATION OF LABOR CONVENTION AT DETROIT,
OCTOBER 13, 1926

"The growth in the movement for the provision of adequate means for supervised recreation in towns and cities is significant of an increasing concern for the health of the people. Since the cities are the product of the aggregation of great economic forces, it is but fair that they should put forth every effort to overcome any disadvantage to the freedom of movement, and the conditions of health which their very existence entails."

Please mention THE PLAYGROUND when writing to advertisers.



INSTALL READY MADE
HORSESHOE COURTS
 EARLY THIS SPRING

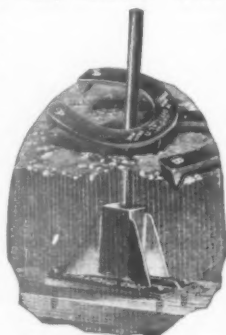
These courts are complete including stake and cast iron stake holder. Strongly constructed of heavy planks bolted together and faced with iron. Painted with rust and rot preventative. Very quickly and easily installed. Write for complimentary booklet giving full particulars as to how to lay out and build horseshoe courts, how to organize horseshoe clubs, model constitution and by-laws, etc.

Diamond Official Horseshoes

Drop forged from tough steel, heat treated so they will not chip or break.

Let us send you copies of the official rules, "How to Play Horseshoe," and a description of Diamond Horseshoe Pitching Supplies.

**DIAMOND CALK
 HORSESHOE CO.**
 4610 GRAND AVE.
 Duluth, Minn.



DIAMOND STAKES AND
 STAKEHOLDERS

COMMUNITY DRAMA

A practical guide for directors of amateur dramatics working with community groups is this volume of 243 pages, prepared by the Playground and Recreation Association of America. The book offers technical information on stage settings and lighting, with diagrams for making lighting equipment and settings; suggestions for rehearsals and other details of play production, for Junior Drama, festivals, masques, and pageants, and for religious drama. "Recreational Dramatics" is the title of a chapter containing charades, pantomimes, tableaux, shadow pictures and similar activities.

Part two contains suggested programs for the celebration of eleven holidays and special days. One of the most useful sections of the book is that giving lists of one-act and long plays, plays for children, masques, festivals and pageants, religious drama and a bibliography of books on production.

**Playground and Recreation
 Association of America**

315 Fourth Avenue

New York City

Price \$2.00

RESOLUTIONS ON RECREATION

West Virginia Real Estate Association Convention
 at Morgantown, West Virginia, October
 28-30, 1926

Whereas, adequate and wisely led Community Recreation Systems are recognized by all authorities as necessary to complete community life, contributing to the health, happiness and efficiency of the people and enhancing civic loyalty and morale; and

Whereas, the 1925 state legislature wisely passed an enabling act authorizing municipalities through a special tax of not to exceed three cents on assessed valuations, to set up departments of recreation for the benefit of all the people, young and old.

Therefore, Be It Resolved, that this association believes it will be to the decided advantage of the State of West Virginia if all its communities utilize this law and we urge realtors to take the initiative in arousing public opinion to the point of action. Furthermore, we call attention to the fact that citizens have power under this law to petition for opportunity to vote on such propositions wherever public officials are backward in submitting them to a vote.

RESOLUTIONS ON COMMUNITY RECREATION

Ninth Oklahoma Public Health Conference at
 Oklahoma City, October 25-26, 1926

Whereas, the best thought of our time declares that every sizable community should have a public system of recreation, catering to the needs of children, youth and adults; and

Whereas, Oklahoma has a state law placing in the hands of boards of education power to establish and maintain recreation places for all the people, but which power is not used in all our cities to the extent of providing all-the-year-round opportunities;

Therefore, Be It Resolved that where any Board of Education fails voluntarily to pursue such a policy, the people themselves should by petition obtain opportunity to vote on a proposition to bring about such action, as the law provides; or, if the Board's regular funds are inadequate, then it should invoke the law for submitting a question to the people for a special tax-levy of not to exceed one-half mill, as the statute provides.

RESOLUTIONS ON RECREATION

South Dakota State Federation of Labor
Convention at Huron, S. D.,
September 26-27, 1926

Whereas, organized labor has ever been mindful that beyond all its struggles for adequate wage, decent hours and conditions, the great aim has been health, happiness and opportunity for a fuller measure of living; and

Whereas, through its successful efforts to achieve the shorter work day it has won larger leisure for the gratification of deep hungers of the human spirit; and

Whereas, it has traditionally been concerned about the protection, education and general welfare of the children of America;

Therefore Be It Resolved, that the South Dakota State Federation of Labor in convention assembled, does hereby go on record as favoring in our schools an adequate physical education program, including constructive play; and in our communities a public, all the year-round recreation system under trained leadership, to meet the needs of children, youth and adults, and to include playgrounds, social centers and other facilities. We believe through such means health, long life, good citizenship, will be effectively promoted;

Be It Resolved, also, that this State Federation commend the work of the Playground and Recreation Association of America, which has been three times endorsed by the American Federation of Labor and many other labor bodies, and which aims to stimulate and aid communities to carry out their responsibilities. In respect to the matters mentioned, we pledge it our cooperation.

RESOLUTIONS ON RECREATION

Convention of Ohio Branch of the National Congress of Parents and Teachers at Marietta,
Ohio, October 6-8th, 1926

Whereas, The National Congress of Parents and Teachers and its various state bodies have always been vitally concerned regarding matters of health, general well-being and happy, efficient citizenship; and

Whereas, For the promotion of these desirable ends, one means of first rate importance is an adequate system of community play and recreation for all the people, children, youth and adults; and

Whereas, For the promotion of these desirable ends, one means of first rate importance is an ade-

**Qualified Playground Directors and
Teachers of Physical Education
For Summer or All-Year
Employment**

Let us assist you in securing well-trained, able men and women to direct the physical activities of your school or playground.

**Summer Session
for Teachers, Directors, etc.**

In Camp at Elkhart Lake, Wisconsin
Write for our catalog, or summer session program.

NORMAL COLLEGE

of the

American Gymnastic Union

417 East Michigan St., Indianapolis, Ind.

**88 Successful Play
Activities**

Have you ever wished that you had in readily usable form the information you want for the conducting of tournaments and contests in special play activities?

Such information is now available for your use in *88 Successful Play Activities*, a handbook containing suggestions for contests and tournaments in kite flying, lantern parades, hopscotch, O'Leary, jackstones, roller skating, bicycle riding, baseball days and all varied contests which are helping to make the recreation program more interesting.




Many communities have contributed to this booklet which is intensely practical, designed as it is for the use of the recreation worker.

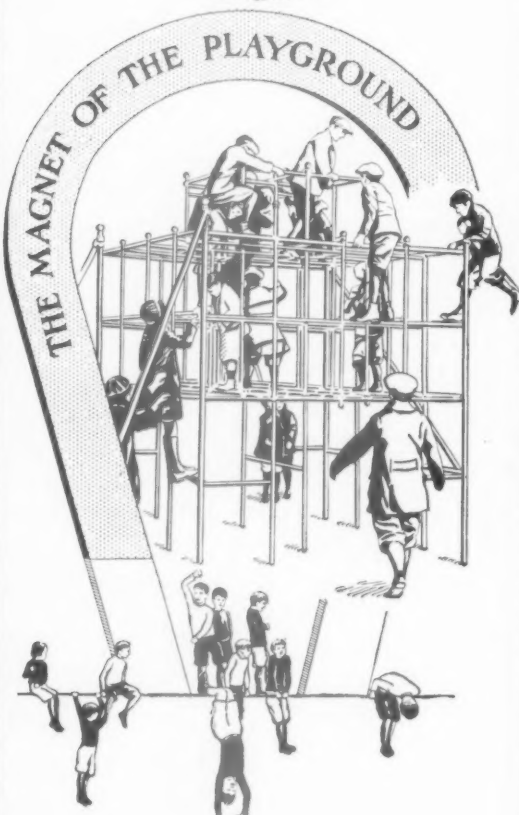
**Playground and Recreation Association
of America**

315 Fourth Ave. New York City

Price, \$.60



Gymnasium Apparatus
Playground Apparatus




Junglegym

Builds Healthy, Happy Children

The climbing structure without a fault. The children take to it instinctively. They just love it. As a developer of play and fun it is wonderful. And absolutely SAFE.

Price, \$190.



Playground Dept.
Chicopee, Mass.

quate system of community play and recreation for all the people, children, youth and adults; and

Whereas, The 1925 Legislature of our State wisely passed a much needed Act known as Amended Senate Bill No. 107, providing for special tax levies for such community recreation purposes upon a majority vote of the electors, said act, also, providing a petition method of obtaining for electors an opportunity to vote on such a proposition;

Therefore, Be It Resolved, That the Ohio Branch of the National Congress of Parents and Teachers hereby urges its local Associations to do everything in their power to bring this beneficent law to bear in their communities. It also stresses the special opportunity for public service which lies before the local bodies in the cities of Marietta, Canton, Barberton, Youngstown, Ashtabula, Niles and Cincinnati, where elections under this act will be held in the near future, in getting all of their members to the polls on election day, urging them to vote "Yes" on the proposition; and, further, through the newspapers and other means, arousing all other voters to do likewise.

A City Planning Primer

In the January issue of the *American City* appears the text of a city planning primer soon to be issued by the Government Printing Office. The document has been prepared by the Advisory Committee on City Planning and Zoning appointed by Secretary Hoover.

The Primer has the following to say regarding parks and playgrounds:

"Adequate recreation space, although often overlooked, is of great importance to a community, and provision for it rightly belongs in a good plan. A lawn around the home is the best place for very small children to play, but public playgrounds and athletic fields are needed for organized games for larger children and adults. The increasing danger imposed by rapidly moving traffic further emphasizes the hazard of streets as play space, and the need for enough well-located playgrounds to care for every child. The distances that children of various ages will customarily travel to playgrounds should, of course, be recognized, especially in apartment house neighborhoods, where even the smallest children must be provided for. The need of more public open spaces of all kinds is one of the consequences of apartment house

living and must be borne in mind as apartment house areas develop.

"A great country park, desirable as it is, is now generally recognized as a supplement to, not a substitute for, smaller parks convenient to the people who need ready access to trees, grass, and open space. Thus all the breathing-spaces for fresh air and sunshine provided by recreation space are an integral part of a city plan. Adoption of a park and playground program frequently results in the donation of land for park purposes by public-spirited citizens, or by landowners who discern the advantage thus obtainable for their adjoining subdivisions.

"Public recreation facilities are important to the village as to the large city. Many a farm community has no public parks or playgrounds; hence, the children must be trespassers to play, and adult athletic contests are hampered by inadequate, makeshift facilities. Good playgrounds and athletic fields lead to better physical development and a spirit of team play, while every form of wholesome recreation for adults helps to check unwise movement of population to large cities."

Book Reviews

RHYTHMS AND DANCES FOR ELEMENTARY SCHOOLS. By Dorothy La Salle. Published by A. S. Barnes and Company, New York. Price, \$4.00

In the elementary school program, states the author in her introduction, the following types of dancing should be included: 1. Free rhythms (Skipping, running, etc.); 2. Natural; 3. Folk (Correlating with other subjects wherever possible); 4. Clogging; 5. Character (Jumping Jack, Baseball Dance). More than 170 dances, illustrative of these various types, have been brought together in this volume. Each dance is accompanied by music and directions. The book is divided into three parts; I, fundamental and pantomimic rhythms; II, dance rhythms for grades one, two and three, and III, dances and singing games for grades one through eight.

THE HOLIDAY BOOK. By Margaret Warde. Published by Little, Brown and Company, Boston, Mass. Price, \$2.00

The suggestions for home recreation in story form are very helpful. The adventures of Biddy and Buddy who lived in the country and had to make their own good times and holiday celebrations will be of interest to other children.

GAMES IN SONG FOR LITTLE FOLKS. By Theresa R. Steiner. Published by A. S. Barnes & Co. Price, 60¢

These games, written expressly for the first grade, may be successfully used in the second, and the simplest ones in the kindergarten. Each song is full of action; a few are practical, having an objective point in view. Others teach gracefulness and courtesy. All are simple in their execution and joyful in character.

THE GANG. By Frederic M. Thrasher. Published by University of Chicago. Price, \$3.00.

This book on gangs and gangland with the facts it presents from a study of more than 1,300 gangs in Chicago, deals with the relation of the gang to the problems of juvenile delinquency, crime and politics in the great

Pastor Stop Watch

(Fifth Second)



Endorsed by leading directors of physical education. Time your rope climbing, foot and swimming, potato races, boxing rounds, etc.

Price \$7.50

Write today

Sterling Stop-Watch Co., M'fr

15 E. 26th St.
New York City

ENGLISH CLASS PLAYS FOR NEW AMERICANS

EMILY M. GIBSON

\$1.25

Capital for your foreign born women and girls. A most helpful chapter on how to choose and produce these plays, each of which dramatizes incidents familiar to these women. Special plays for patriotic holidays which will help them understand and share our traditions and ideals.

Will THE WOMANS PRESS Send
M.....600 Lexington Av., Class Plays
..... New York at \$1.25



MID-WEST HOCKEY AND SPORTS CAMP

at Wetomachek, Powers Lake, Wisconsin

Conducted for Women Coaches, Directors of Physical Education and Playground Instructors, and women interested in Land and Water Sports. Latest English Hockey methods, expert coaching. Danish gymnastics. Beautiful lake, good food, low cost. Register for one week or more, July 20th to September 1st. Address, Chicago Normal School of Physical Education, 5026 Greenwood Avenue, Box 45, Chicago, Ill.



city. It defines a gang, describes different types and analyzes some of the motives which are behind gangs, such as the quest for new experiences. It tells the effect of movies, dime novels and other forms of commercial recreation and discusses *Gang Warfare*, *Group Control*, *Structure of the Gang*, *Leadership*, *Gang and Sex*, and the *Gang in Politics*. Intimate case records make exceedingly graphic and challenging this presentation of youth's great need for a program of leisure time activities under leadership.

PLEASURE FROM PICTURES. By Henry Turner Bailey. Published by the American Library Association, Chicago, Ill. Price, 35¢

This booklet is an important contribution to the valuable "Reading With a Purpose" series which the Ameri-



Your Responsibility

WHEN you approve a requisition for playground equipment, you immediately assume grave responsibilities. You are responsible for the safety of the children who will use the apparatus for years to come. You are responsible to taxpayers, because they depend upon your judgment, to buy for economy and durability. This means apparatus that costs less in the long run—and will still be in daily service after the children who use it have children of their own.

MEDART

PLAYGROUND EQUIPMENT

is built with three fundamental principles in mind. It must be **SAFE**. It must be **Durable**, and therefore **ECONOMICAL**. Fred Medart began making gymnasium and playground apparatus in 1873—it stands to reason that by now it must be as nearly perfect as it can be made.

*Also manufacturers
of Steel Lockers.
Send for Catalog.*

But its continuous purchase by wise and careful buyers over a period of 51 years is definite proof. Why not be sure of making the proper selection by following the judgment of these experienced and capable men?

Send for Playground Catalog, which illustrates and describes Medart Apparatus in exhaustive detail, and contains much valuable data which should be in your files.

FRED MEDART MANUFACTURING CO.

3544 DeKalb Street

St. Louis, Mo.

New York
Detroit

Pittsburgh
Chicago

Philadelphia
San Francisco

Cleveland
Los Angeles



Please mention THE PLAYGROUND when writing to advertisers

can Library Association is publishing. The course has been prepared for men and women who wish to be better equipped to enjoy pictures. It comprises a brief introduction to the subject and a guide to a few of the best books, arranged for consecutive reading. Seven books are recommended for the course, all of which should be available in any general library.

AMERICANS FROM ABROAD. By John Palmer Gavit. Published by the American Library Association, Chicago, Ill. Price, 35c

This course has been prepared for those who wish to study the lives of some of those immigrants who have contributed to civilization in the United States. In his introduction, Mr. Gavit paints a vivid and sympathetic picture of the difficulties which the foreign-born citizen faces in coming to America, of his heartaches and of the misunderstandings which often hedge him about. For the study course ten books have been selected, telling of individuals who for the most part are still living and who through these books tell their own story.

The booklet is an inspiring contribution to literature furthering our understanding of our foreign born neighbors.

THE BOOK OF PLAY PRODUCTION. By Milton M. Smith. Published by D. Appleton and Company, New York. Price, \$3.00

One of the most comprehensive publications on play production which has yet appeared is this book by Mr. Smith, designed, as Professor Brander Matthews states in his introduction, "to emphasize sound doctrine about the drama, to supply practical directions for the production of plays and to provide answers for most of the questions which arise in the long labor of putting on a show." There are chapters on organization, on choosing the play and the players, on rehearsals, on producing with and without a theatre, on the theory of stage design, on scenery, costuming, make-up, properties and lighting. Suggestions are given for the business department and for the individual performance. Many excellent diagrams and illustrations add to the value of the book.

PLAYS FROM AMERICAN HISTORY. By Francis O'Ryan and Anna W. O'Ryan. Published by Hinds, Hayden and Eldredge, 5 Union Square, New York. Price, 84c

This book, to which added interest is attached because of the fact that it was written by the father and sister of General John F. O'Ryan of the 27th Division, U. S. A., contains ten plays for intermediate grades. They treat, from a new viewpoint, of Oglethorpe, Roger Sherman, Benjamin Franklin, Alexander Hamilton, Daniel Webster, Greene, Morgan, Major Andre, and Abraham Lincoln.

RECREATION FOR BLIND CHILDREN. By Martha T. Speakman. Published by Children's Bureau, United States Department of Labor, Government Printing Office, Washington, D. C. Price, 15c

The Children's Bureau has performed a much needed service in the compilation of this helpful booklet on games and activities for blind children. There are games of imagination, rhythmic and folk games and dances, miscellaneous indoor and outdoor games for little children and for older boys and girls, suggestions for athletic meets, and for handcraft and dramatic activities. A valuable section of the book is devoted to music as recreation for the blind. Suggestions are offered for equipment and a bibliography is given.

So varied and complete are the games and activities mentioned that the book will be found exceedingly helpful for use with all children.

OFFICIAL HANDBOOK. By the National Committee on Women's Athletics, A. P. E. A.—1927. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price, \$.25

In addition to the reports of the committees on Swimming, and Track and Field which have appeared in previous issues of the Guide, the Handbook for 1927 con-

Fool Proof



Over seventy years' experience in the making of outdoor water devices is behind the Murdock Outdoor Bubble Font for

**PARKS
PLAYGROUNDS
STREETS**

Write for handsome booklet "What To Know About Outdoor Drinking Fountains."

The Murdock Mfg. & Supply Co.
Cincinnati, Ohio

PENN STATE SUMMER SESSION

June 27-Aug. 5, 1927

A Four Summer Program
in

Physical Education

and

Athletic Coaching

Study in comfort in the Heart of
Pennsylvania's Beautiful Mountains

Special Bulletin ready in February

Address

DIRECTOR SUMMER SCHOOL
STATE COLLEGE, PA.



DO YOU NEED

Play Lists, Technical Advice, Study Courses, Help in Play Organization and Production

? A Drama Magazine ?

Write

DRAMA LEAGUE OF AMERICA
59 E. Van Buren Street, CHICAGO, ILL.

tains the reports of two new committees—Baseball and Moderate Sports. In the Moderate Sports report, the committee has compiled a group of minor athletic games designed to meet the developmental needs of the adolescent girl without containing the possibility of overstrain. The committee urges that the recreation workers try out any of these games which may not be familiar to them and send their suggestions and comments to Miss Mar-

Please mention THE PLAYGROUND when writing to advertisers

College Golf

A new game for boys up to sixteen years of age; even adults enjoy it.

Nine-hole course can be arranged on plot as small as one acre, on ground used at times for baseball and other athletic contests.

Rules for playing are the same as regular golf, so far as applicable to the smaller ground area.

Used at Evanston, River Forest, Lake Forest, and Wilmette, Illinois. Ask these Directors of Recreation about the game.

Get a set for each playground in your City; toward the end of season conduct a tournament.

Each boy will want to purchase and own his individual Club.

Complete equipment \$20.00 f.o.b. Anderson, Indiana

American Playground Device Co.
Anderson, Indiana

guerite M. Hussey, School of Education, New York University, Washington Square, New York City.

THE GYMNASIUM DIRECTOR'S POCKET BOOK FOR 1927.
Published by the Narragansett Machine Co., Providence, R. I. Free

The Narragansett Machine Company announces the publication of its annual pocket book for directors containing information of daily use to physical directors and all interested in athletics. The booklet has athletic records, suggestions for the construction of swimming pools and running tracks and for the layout of courts of various kinds; for space requirements for games and for first aid, and similar subjects. There is a bibliography and a list of normal schools giving courses in physical education.

Playground and Recreation Association of America

JOSEPH LEE, *President*

JOHN H. FINLEY, *First Vice-President*

WILLIAM KENT, *Second Vice-President*

ROBERT GARRETT, *Third Vice-President*

GUSTAVUS T. KIRBY, *Treasurer*

HOWARD S. BRAUCHER, *Secretary*

BOARD OF DIRECTORS

Mrs. Edward W. Biddle, Carlisle, Pa.; William Butterworth, Moline, Ill.; Clarence M. Clark, Philadelphia, Pa.; Mrs. Arthur G. Cumner, Jacksonville, Fla.; F. Trubee Davison, Locust Valley, N. Y.; Mrs. Thomas A. Edison, West Orange, N. J.; John H. Finley, New York, N. Y.; Hugh Frayne, New York, N. Y.; Robert Garrett, Baltimore, Md.; C. M. Goethe, Sacramento, Cal.; Mrs. Charles A. Goodwin, Hartford, Conn.; Austin E. Griffiths, Seattle, Wash.; Myron T. Herrick, Cleveland, Ohio; Mrs. Francis de Lacy Hyde, Plainfield, N. J.; Mrs. Howard R. Ives, Portland, Me.; Gustavus T. Kirby, New York, N. Y.; H. McK. Landon, Indianapolis, Ind.; Mrs. Charles D. Lanier, Greenwich, Conn.; Robert Lassiter, Charlotte, N. C.; Joseph Lee, Boston, Mass.; Edward E. Loomis, New York, N. Y.; J. H. McCurdy, Springfield, Mass.; Otto T. Mallery, Philadelphia, Pa.; Walter A. May, Pittsburgh, Pa.; Carl E. Milliken, Augusta, Me.; Miss Ellen Scripps, La Jolla, Cal.; Harold H. Swift, Chicago, Ill.; F. S. Titsworth, New York, N. Y.; Mrs. J. W. Wadsworth, Jr., Washington, D. C.; J. C. Walsh, New York, N. Y.; John G. Winant, Concord, N. H.; Harris Whittemore, Naugatuck, Conn.

Pamphlets Received

QUARTERLY REPORT OF THE SUPERINTENDENT OF PUBLIC RECREATION, Orlando, Florida, June-August, 1926.

ANNUAL REPORT OF THE DETROIT PUBLIC SCHOOLS FOR THE YEAR ENDING JUNE 30, 1926.

PROCEEDINGS OF THE CONFERENCE ON THRIFT EDUCATION, 1926.

FIRST ANNUAL REPORT OF THE DEPARTMENT OF PUBLIC RECREATION, West Palm Beach, 1925-26.

BETTER HOMES IN AMERICA—GUIDEBOOK. Published by Better Homes in America, 1658 Pennsylvania Ave., Washington, D. C.

PLAYING SCHOOL—A COMPENSATORY MECHANISM. By Harvey C. Lehman and Paul A. Witty. Reprint from Psychological Review, November, 1926.

PLANNING THE YEAR'S PROGRAM. Jewish Welfare Board.

Please mention THE PLAYGROUND when writing to advertisers

THE **FUN FULL** LINE
PLAYGROUND EQUIPMENT

HILL-STANDARD CO.

ESTABLISHED 1900
ANDERSON, IND., U.S.A.



PLAYGROUND APPARATUS

Free EverWear Catalog, "A Mine of Valuable Playground Information", for those interested in children; their safety and development.

EverWear STEEL PLAYGROUND APPARATUS

A most complete line; has every element of safety, durability, beauty, and playability.

EverWear is standard equipment for schools, parks, playgrounds, homes, beaches and resorts.

EverWear is priced cheaply for such unusual value and one little life saved from a traffic accident justifies the investment.

Write for the FREE EverWear Catalog



THE EVERWEAR MANUFACTURING CO., Springfield, O.
